

Collection Development Policy

Augusta-Richmond County Library

823 Telfair Street

Augusta, GA 30901

This policy supersedes any and all previous Library policies governing Collection Development.

Effective October 2021.

TABLE OF CONTENTS

- I. MISSION AND VISION OF THE LIBRARY**
- II. PURPOSE OF THE COLLECTION DEVELOPMENT POLICY**
- III. RESPONSIBILITY FOR SELECTION OF MATERIALS**
- IV. SELECTION CRITERIA**
- V. SELECTION TOOLS**
- VI. COLLECTION DEVELOPMENT LEVELS**
- VII. COLLECTIONS**
- VIII. RECONSIDERATION OF SELECTION DECISIONS**
- IX. GIFTS**
- X. COLLECTION MAINTENANCE**
- XI. MATERIALS BUDGET ALLOCATION**
- XII. APPENDICES**

I. MISSION AND VISION STATEMENT OF THE LIBRARY

The mission statement of the Augusta-Richmond County Public Library is:

Enriching the lives of the community.

The vision of the Augusta-Richmond County Public Library is:

The first choice for unlimited exploration.

II. PURPOSE OF THE COLLECTION DEVELOPMENT POLICY

The Collection Development Policy supports the mission of the Augusta-Richmond County Public Library (ARCPLS) and provides direction and guidance for the Collection Development Plan. It is the goal of the Library to provide a high-quality collection of books and other materials in a variety of formats and languages for all ages that is responsive to the needs and interests of the community and reflective of the diversity of the community. To support an informed public, the collections shall represent diverse points of view, and may include materials that some members of the public consider to be controversial in nature. The Library will provide free and equitable access to library collections to all users. In selecting materials, library staff will use professional reference resources, judgment, knowledge and experience to select these materials, and will proactively solicit advice from, as well as anticipate the needs and interests of, the community. Within budgetary and space limitations, the collections will serve to enhance the cultural, literary, aesthetic and educational pursuits of library users and the needs of the community as a whole.

The Library recognizes and adheres to the principle of Intellectual Freedom as embodied in the First Amendment to the Constitution of the United States (**Appendix I**). The collection of materials is designed to fulfill the ideal of a marketplace of ideas. Although librarians need not endorse every idea or presentation contained in the materials they make available, they have responsibility for selecting materials to ensure that a wide variety of viewpoints are represented and that materials are not added or removed from the collection for partisan or doctrinal reasons. Items are not excluded from the Library because of the race, nationality or social, political or religious views, or personal affiliations of the author. Items are not excluded because they contain language, illustrations, or ideas offensive to some persons. The Library does not affix prejudicial labels to items or segregate materials some people might find objectionable. Institutional self-censorship diminishes the credibility of the library in the community, and restricts access for all library users.

The selection and development of library resources should not be diluted because of minors having access to all library resources. The responsibility for choosing materials lies with the individual adult or the parent or guardian of minors. The Library encourages parents to be involved with the child's use of the library and to guide the child's selection of library materials in keeping with their family values. Final responsibility for the materials a child checks out or uses is left to the parent or guardian. The Library does not assume the role of parents in the private relationship between parent and child.

The Library may offer guidance to minors in selecting materials; nevertheless, it is the sole responsibility of parents or legal guardians to monitor children's use of all library resources. The sole exception is that according to the *Children's Internet Protection Act (CIPA)*, minors under 17 have only filtered access to the Internet (**Appendix II**).

Materials one chooses for reading, listening or viewing is a private matter and the *Official Code of Georgia Annotated 24-12-30 (Appendix III)* protects the confidentiality of all circulation records. The Augusta-Richmond County Public Library endorses the principles documented in the *Library Bill of Rights (Appendix IV)*, the *Freedom to Read (Appendix V)*, the *Freedom to View statements (Appendix VI)*, *Statement on Labeling Systems (Appendix VII)* and the *Statement on Diverse Collections (Appendix VIII)*.

III. RESPONSIBILITY FOR SELECTION OF MATERIALS

The responsibility for all materials selected, as for all library activities, rests with the Director, operating within the policies approved by the Library Board. The Director delegates responsibility for selection to designated persons in the areas of adult, children, and young adult. These employees are expected to use good judgment, training and experience, knowledge of the community and its needs and interests, and various recognized professional tools to evaluate and select materials in accordance with the criteria listed below. All staff members and the public may recommend materials to be considered for purchase. Recommendations are channeled through regular processes and considered in accordance with the established selection policies. ARCPLS does not purchase materials based on solicitations from authors, publishers, or vendors. Our purchasing decisions are based on budget, editorial reviews, availability through our vendors, and high patron demand. Resources available at other area libraries and community agencies also are considered when making collection management decisions for ARCPLS. The Director has final authority for the decision to purchase or not to purchase a particular item and for the decision to retain, relocate, or withdraw an item from the collection.

RESOURCE SHARING

Since ARCPLS cannot meet all the information needs of its users with in-house materials and resources, the library participates in resource sharing networks which give access to the collections of other libraries. ARCPLS is a member of PINES, a consortium of Georgia public libraries. Library users with a valid library card are eligible to borrow books from other PINES libraries. In addition, the library makes use of Interlibrary Loan to expand access to available resources beyond the PINES network.

IV. SELECTION CRITERIA

There is no single standard that can be used to evaluate all the types of materials included in the Library's collections. Each type of material will be evaluated in terms of its own qualities and merit for the collections. However, there are some general criteria that selectors use to evaluate, regardless of the format. These are the:

- Accuracy of information
- Adequate breadth and depth of coverage
- Appropriateness and relevancy of subject to the library's users
- Appropriateness to library's users
- Artistic merit

- Availability of similar material within the community and other area libraries
- Cost relative to value item contributes to collection
- Durable binding and paper
- Evaluations in professionally-recognized review media
- Good quality illustrations
- Historical value
- Impartial opinion, or clearly stated bias
- Importance as a document of the times
- Inclusion in national book clubs
- Inclusion in standard library bibliographies
- Interest and originality of the plot and development of characters
- Literary merit
- Local significance of author or creator of work
- Local significance of setting
- Organization and style appropriate to the material and library users
- Physical qualities of the book - binding, paper, or audiobook -format, durability
- Popular demand
- Receipt of or nominations for major awards
- Relationship to the existing collection and to other titles dealing with the same subject
- Representation of diverse points of view
- Reputation of author and publisher
- Reputation of producer/artist
- Scarcity of material on the subject
- Space required relative to value item contributes to collection
- Special features, bibliography and index
- Style of writing
- Timeliness of data
- Title is part of existing series

Additional selection criteria for electronic materials include:

- Compatibility with available equipment and/or existing operating systems
- Ease of use by library users, including enhanced searching capabilities
- Price of print format versus electronic
- Frequency of updating
- Anticipated demand by library users
- Training requirements for staff and patrons
- Remote access capability
- Licensing fees and usage restrictions

V. SELECTION TOOLS

Selection tools are objective sources of information that provide an assessment of the material in question regarding quality, authority, timeliness, format, reading level and other criteria that determine suitability for public library collections. These tools include but are not limited to library professional review sources, including Kirkus, Library Journal, School Library Journal, Booklist, VOYA and Publisher's Weekly.

Frequently, nationally recognized newspapers, periodicals, and other recognized media sources are consulted. Some vendors have a reputation of providing quality lists of titles suitable for public libraries. Recommended reading lists from professional or educational organizations may be consulted. Catalogs of publishers recognized for producing high quality materials in specialty areas may also be utilized.

VI. COLLECTION SELECTION LEVELS

The following definitions of collection intensity have been developed to provide guidelines for acquisition and evaluation of subject areas within the collection. They are used in analyzing the collection by Dewey number and/or material type, so that subject strengths and collection emphases at Main and the branch libraries are clearly delineated.

Popular/Basic Collection – Level 1

Acquire best-sellers and popular materials based on demand or anticipated demand. Select basic works which serve to introduce and define a subject. Develop a highly selective collection that is weeded continuously based on use and condition of an item.

- Best seller and popular/recreational materials in all formats as well as Internet resources of interest to the general library user.
- Continuous review based on use per 6 and 12-month periods.
- Limited reference resources to help with homework through high school and consumer interest questions.
- Periodicals/magazines reflect popular interests of community served. All issues except the most current circulate. Access to back issues may be available through electronic resources.
- Serves the general user and children from birth through high school.

Working Collection – Level 2

Acquire popular, current materials and significant works/classics. Maintain a retrospective collection to reflect standard titles. Develop a minimum depth, broad scope collection. Weed based on significance of title and changing use.

- Popular, current resources and significant works/classics.
- Maintenance of a retrospective collection to reflect standard titles in all subject areas such as found in Public Library Catalog and other standard subject bibliographies and lists.
- Minimum-depth, broad-scope reference collection.
- Review based on value and/or use of the resource per 2 – 5-year period.
- Electronic resources acquired through license or contracts are reviewed as part of the renewal cycle. Web linked resources are reviewed monthly for continued connectivity.
- Serves the non-specialized needs of the general reader through community college student.

Resource Collection – Level 3

Acquire popular, current materials and significant works/classics. Maintain a retrospective collection to reflect standard titles. Develop a moderate plus depth, broad scope collection. Weed based on significance of title and changing use, paying attention to cultural significance.

- Popular and significant resources, plus works in specific subject fields that appear on authoritative subject bibliographies.
- Reference resources in all formats should provide broad, in-depth current and retrospective subject coverage.
- Science and technology works should be reviewed at five-year intervals.
- Collection should serve the needs of the general reader through undergraduate level student.

Research Collection – Level 4

Acquire all available current and retrospective works for comprehensive coverage of a field. Retain all titles and holdings with an emphasis on preservation. Virtually no weeding should occur.

- Comprehensive collection of current and retrospective materials, regardless of format or condition.
- All titles and holdings are retained with an emphasis on preservation.
- Collection should serve the needs of the general reader through undergraduate level student.

VII. COLLECTIONS

Children's Collections

The children's collections are intended primarily for children from birth through age 13. These collections include fiction and the entire Dewey range of nonfiction. English is the predominate language represented in the collection. Books and other formats such as periodicals, DVDs and CDs are collected. Hardback or "turtleback" book editions are preferred when purchasing for the library's circulating collection. Paperbacks are only purchased as a last resort in situations where there are no other editions available. These items do not withstand the heavy use associated with circulation; therefore, any paperbacks added to the collection, whether purchased or donated, are treated as ephemeral and are generally not replaced if weeded from the collection. This is particularly true of children's materials.

While children are the primary users of these collections, teens and adults also use them. Parents, teachers, budding and experienced children's authors and illustrators, library school graduate students, students of children's literature, preschool teachers, adults and children learning a new language, adults studying for their early childhood accreditation, and children's literature researchers all find much to use here. Popular interest topics, children's classics, materials with great child-appeal and materials needed by children to complete school assignments comprise the majority of these collections. Selections are made to reflect the interests of this diverse community and to meet education-related requests in this area. The Library relies on parents or guardians to decide what is appropriate for their family to read or view. Works by local authors and illustrators are considered, applying the same criterion that is used for all other children's materials.

Children's Board Books

This collection consists of books with sturdy, laminated cardboard or plastic pages. Selected especially for babies and toddlers, this format is important in introducing books to the youngest child. These titles have clear, uncluttered drawings or photographs and are wordless or accompanied by very brief text.

This collection has very high usage and wears out quickly. Many titles have a short life in print and will not be replaceable after they are withdrawn. They are intended for babies, toddlers and preschoolers. Selection and duplication will depend on budget, the number of young children in a neighborhood and other population characteristics. The collection is built to meet current needs only.

Children's Picture Books

Picture books are often the child's first introduction to books. They are usually written for pre-readers and beginning readers and are typically shared with the child by an adult. Illustrations play an especially large role in picture books, and consideration is given to both the text and illustrations and how the union of the two makes an integrated whole. Illustrations in picture books should extend and interpret the story, supplying what paragraphs of words in a novel do for older readers. The inclusion of non-stereotypical illustrations is especially important because of the lasting impressions that can be made by illustrations. Picture books intended for older children (ages eight and up) is a subgroup also purchased and placed in this section. These books can be distinguished by their greater sophistication and higher reading level.

Picture books are selected individually for literary quality, quality of the illustrations, and subject appeal. As the picture book collection is typically a very large part of children's collections throughout the

Library, and has high circulation, multiples of especially good books are purchased. Classic and older titles are purchased continually to retain depth.

Children's Readers

Readers are written for the beginning reader, using a controlled vocabulary. Children learn to read at different chronological ages, but usually, within the range of five to eight years, they begin to decode words and start to read by themselves without adult help. Readers help a child to practice the skill of reading and decoding while controlling the frustration level. Readers have large print, ample white space, illustrations and large margins. Pre-primers, basal readers and textbooks are not collected.

Readers are selected individually for literary quality, attractive illustrations and subject appeal. The number of readers published is small, so purchasing is often done in multiples. This collection is meant to meet current needs. Classic and older titles are purchased continually to retain depth. Nonfiction readers are also purchased. They are classified in their subject areas unless their content is too general to be useful in a nonfiction collection.

Children's Fiction

Fiction books, or novels, make up a significant part of the children's circulating collection in all libraries. Fiction books are those written for the child who has the reading skills, attention span, ability to form mental images and the capacity to enjoy longer, more detailed stories. These books range from the easiest chapter books (designed for younger readers ready to make the transition from heavily-illustrated beginning readers) to sophisticated fare for younger teen readers. The range of fiction includes realistic stories, fantasy and science fiction, animal stories, historical fiction, mystery and adventure, and sports stories. The collection includes titles popular with today's children, recreational reading and school-assigned classics.

Fiction is selected individually using the same criteria used to evaluate adult fiction: consideration of theme, plot, characterization, setting, and style. Good fiction offers an appealing story, smoothly told, with freshness and originality. Positive racial, ethnic and sex role representation are important factors for consideration, as are appropriateness of length and format for the intended age level. Series, which are often formulaic, are sometimes evaluated individually, but are more often selected for their popularity with children. The Library acknowledges that there are many more series than can practically be purchased. Many series are treated as ephemeral and are purchased in paperback format only. Duplicate copies of classics and other titles that appear on school reading lists are also frequently purchased in paperback format, to supplement hardcover editions. As a general rule, abridged or adapted editions of classic fiction works are not collected.

Children's Graphic Novels

Graphic novels are works that are unique in their pictorial presentation of the story line. This collection has grown dramatically in recent years.

Graphic novels are selected for their quality of illustrations, story line and popularity. This ephemeral collection is constantly changing as reading tastes change. It is geared toward children ages six through thirteen. There is no effort to collect deeply or broadly, but rather to keep a popular reading collection that is responsive to readers' preferences.

Children's Periodicals

The children's periodicals collection offers a wide range of age and subject appeal to attract readers and to complement the book collection, especially in areas of current popular interest. Magazines also reflect the many diverse cultures, languages and interests of local children. Included are general interest, literary and special interest titles on a variety of reading levels. Periodicals dealing with children's literature and the review of children's materials are also included. Some of these are purchased as reference materials for the use of the staff.

Each library tries to maintain magazine issues for one year. If space and physical condition permit, back issues may be kept longer. While most magazines are in print format, selection is not limited to this format. Magazine titles are reevaluated annually.

Children's Nonfiction

J001-J099: This area contains materials on general topics, library services to children, children's literature and general encyclopedic works.

This collection focuses on guides to outstanding children's materials, critiques of children's materials, and bibliographic tools, all of which assist librarians, parents and teachers in selecting appropriate materials for children. Since this area includes many reference tools, non-circulating items usually outnumber those that circulate. Almanacs, books of facts, world record books and books of quotations, all popular with children, are also included.

Emphasis is placed on reference tools, such as *Children's Catalog* and *Best Books for Children*, so that staff can do in-depth research for parents and teachers as well as for assessing their own collections. An effort is made to acquire the latest editions of children's services research tools and encyclopedias. Titles about the internet are kept only if current, with no attempt to retain titles of historical interest.

J100-J199: This area contains materials on psychology, philosophy, the occult, death and grieving, and ethics.

Titles on ethics, behavior and feelings, and topical issues such as animal rights are kept up to date to reflect current thinking.

J200-J299: This area contains materials on religions of the world and mythology.

Greek myths are perpetually in high demand and multiple circulating and non-circulating titles are purchased. Illustrated Bibles and Bible stories also figure strongly in this section.

J300-J399: This area contains materials on fairy tales, myths, legends, folklore, storytelling, children's rights, conflict resolution, ethnic groups in America, family structures in society, women's and civil rights history, education, labor, law and politics, environmental issues, public safety and services, standardized test preparation books, money, holidays and customs, etiquette, weapons, and costume and clothing history.

The trend has been to increase the number of circulating titles as more works are published on these topics than previously. The collection of African American is broad and is used to support class assignment requests. Multiple circulating copies of holiday materials are purchased for a wide variety of holidays.

J400-J499: This area contains language titles. Focus is on titles that are designed for children learning languages, including those learning English. Grammar and writing for homework are also collected. Dictionaries and thesauri are bought for both circulating and reference. Sign language titles are also purchased.

J500-J599: This area focuses on the natural and pure sciences including science experiments, the history of science, seasons, mathematics, astronomy, time and calendars, physics, chemistry, geology, weather, biology, botany and zoology. It is one of the most-used sections of the nonfiction collection. This area does not include textbooks, but rather books that will be helpful to students wishing to improve their math and science skills.

Children in elementary and middle school heavily use this area to complete their science homework. This section also contains many topics that are very exciting to children, such as dinosaurs, snakes, insects, sharks and wild mammals. As a result of its great popularity, this collection needs constant attention to ensure that current titles that reflect the ever-expanding knowledge in the sciences are included. Most books should not have a copyright date over ten years, since it is critical to make a child's first exposure to science as accurate as possible. Of course, the goal of complete accuracy is not always met, as new discoveries are constantly being made that affect the information in current books. Topics such as dinosaurs and astronomy require constant updating because not only are they popular, but information about them is constantly changing.

J600-J699: This area contains titles on inventions, how things work, technologies such as bridges, means of transportation, robots and computers, farming, gardening, pet ownership, food and cooking, diseases, health and the human body, puberty and reproduction.

Attention is placed on keeping technology and health books as current as possible. Pets and pet care is a very popular section and requires constant updating. The cooking section focuses on international cuisines as well as on American historical and classic cooking. Regular weeding is imperative to keep the health and illnesses collection accurate.

J700-J799: This area contains materials on the fine arts (such as music, sculpture and painting) and folk arts, as well as on theater, dance, photography, architecture, riddles, and sports and games. The Library has developed an in-depth collection in the fine arts, focusing not only on the Western masters, but also on art from around the world.

Emphasis is also placed on arts and handicrafts (especially origami and drawing), riddles and finger games. Books on popular sports need constant replacement. Due to their short-lived popularity, biographies of many athletes and music stars are purchased in paperback editions when available.

J800-J899: This area contains children's literature, poetry collections (including older editions of nursery rhymes), and international and Native American literatures. Books about writing and illustrating children's books are also in this area.

Emphasis is placed on poetry. An effort is made to represent the rich variety of international literature in the best possible translations. As a general rule, abridged or adapted classic fiction works are not collected.

J900-J999: This area includes history from ancient times to the present, geography, explorers, collective biographies, country studies and state books.

Special effort is made to find both circulating and reference titles on Native Americans and Georgia history. These materials are in constant demand for school assignments. Books about countries of the world are purchased and not retained when they are over ten years old. Books about individual states of the United States are purchased frequently and constantly updated to make sure that no book is over ten years old. Children's atlases are also discarded when they are over ten years old. American history is a much-used section, and all periods of this history are represented in the collection. Care is taken to avoid materials that present stereotypical views of other countries and cultures and to withdraw titles that have stereotypes. A large part of this collection reflects current school curriculum. Biographical information about children's authors and illustrators, and collective biographies of people from various ethnic groups, are important parts of the reference collection, and more of this information is now purchased in an electronic format.

JBibliography: This area contains biographies of historically important, currently significant, and historically overlooked people.

Biographies are a consistently requested topic since many grade levels at many schools have required assignments on the lives of significant people. Thus, this section is updated constantly, though older titles are retained unless they become factually incorrect. An attempt is made to select more biographies for the youngest readers since requests for them continue to increase. Special effort is made to find biographies of people who represent the many different ethnicities of communities served by the Library. High demand subjects include explorers, presidents of the United States, and Martin Luther King, Jr. Fictionalized or undocumented biographies are not purchased. Biographies of musicians, composers, artists and sports figures are cataloged as **J700s**.

Children's Media

The media collection consists primarily of DVDs and audio books. The children's DVD collection includes television programs and movies (educational as well as popular titles). Children's audio encompasses literary works, folktales, drama and music.

This collection is very popular and circulates heavily. It requires constant refreshing to compensate for loss and damage. Much effort and money is spent to replace copies of popular materials, such as Disney movies, which are often unavailable for purchase for many years at a time. Due to the emergence of streaming video services, some titles are never released in the DVD format.

Young Adult (Teen) Collections

The teen collections support recreational reading for ages 13 through 18. High interest, popular materials are collected from the entire Dewey range. English is the predominate language represented in the collection. For curricular and academic research, teen patrons may rely on the adult and children's collections. Materials are selected from professional review sources and suggestions by teen patrons. Fiction and nonfiction are collected in audio, video, and print formats.

Materials are collected to reflect the major demographics of the local area. The collections are maintained on a continual basis. This is of particular importance because of the ephemeral nature of teen popular interests.

YA Fiction

This area of the collection emphasizes popular fiction, recreational reading, and school-assigned classics.

The browsing appeal of fiction materials varies greatly. Popular recreational titles have great appeal to teen patrons and their high visibility in the teen section is a major attraction to the target population. Materials found in the teen fiction collection may include titles found in both the adult and juvenile fiction collections, along with titles that are unique to the teen fiction collection.

YA Graphic Novels

Graphic novels are works unique in their pictorial presentation of a story line. Graphic novels are selected for the quality of their illustrations and writing, as well as for their popularity. This collection is constantly changing because of demand.

YA Periodicals

The teen periodicals collection offers a wide range of subjects to encourage teens to become recreational readers. This circulating collection reflects the current popular interests of teens. Magazines are selected to represent a variety of teen interests and to complement the book collection. Special attention is paid to magazines dealing with teen music and popular culture. Magazine titles are reevaluated every year. Back issues are retained for up to one year, depending on condition.

YA Nonfiction

YA 001-099: This area contains standard non-circulating bibliographies and reference books about library services for teens. This collection's primary use is to provide reference materials for librarians working with teens and teen materials.

YA 100-199: This area contains materials on thoughts and feelings, philosophy, the occult, death and grieving, and ethics. Materials in this area require constant refreshment because of the popularity of these subjects.

YA 200-299: This area contains materials on mythology, world religions and the origins of religion. Because much of this subject area is curricular, not popular, in nature, most of the teen patrons' needs and interests in this area are provided for in the adult and children's collections.

YA 300-399: This area contains materials on teen rights, ethnic groups in America, family structures in society, civil rights history, education, money, holidays and weapons. It also includes materials on social issues which affect teens such as racism, prejudice, drugs and addictions, abortion and sexual orientation. Also included are books on career guidance, the SAT and standardized tests, and college and university guides, although most of these materials are purchased and shelved in the adult collections.

YA 400-499: This area contains titles on language and includes titles for teens learning English and other languages. Grammar and writing guides useful for homework assignments are also collected. Dictionaries and thesauri are included both for circulating and reference.

Because much of this subject area is curricular, not popular, in nature, most of the teen patrons' needs and interests in this area are provided for in the adult and children's collections.

YA 500-599: This area contains the natural and pure sciences including mathematics, chemistry, science experiments biology, botany and zoology, and it is one of the most-used sections of the nonfiction collection. This section does not include textbooks, but does focus on homework and study skills in the listed subject areas.

Because much of this subject area is curricular, not popular, in nature, most of the teen patrons' needs and interests in this area are provided for in the adult and children's collections.

YA 600-699: This area includes materials on reproduction, human development and maturation, teen pregnancy and childbirth, birth control, substance abuse and sexually transmitted diseases.

An effort is made to acquire current materials about reproductive health and education, as well as teen parenting. Regular weeding is imperative to keep the collection accurate.

YA 700-799: This area contains materials on such popular culture subjects as radio, television, movies, music, and sports.

It is especially important to update this collection continually, since many of the subjects lose currency anywhere from one to five years after ordering.

YA 800-899: This area contains literature and poetry collections.

YA 900-999: This area includes history from ancient times to the present and geography.

Because much of this subject area is curricular, not popular, in nature, most of the teen patrons' needs and interests in this area are provided for in the adult and children's collections.

YA Biographies

Materials include individual biographies of people who are of specific interest to teens. These might include biographies in the sports and entertainment fields, biographies of writers significant to teens, or biographies of young adults themselves.

This is a prime area for the inclusion of high-interest, low reading level materials to entice reluctant readers to the collection.

YA Media

The media collection consists of DVDs with teen appeal. The teen DVD collection includes television programs, teen movies and anime. (educational subjects as well as popular series titles). The teen audio book collection includes audio versions of literary works, both classic and contemporary. Due to the emergence of streaming video services, some titles are never released in the DVD format.

ADULT COLLECTION

Adult Fiction

The fiction collection provides reading materials for both leisure and high-school assignments. The collection should comprise popular, literary, and genre fiction to ensure that a broad range of reading materials are available to meet the varied tastes of patrons. English is the predominate language represented in the collection. Hardback editions are purchased unless unavailable. Titles on the New York Times bestseller lists are generally to be bought (unless obviously not meeting our selection criteria) because of high patron demand. Other titles are selected from reviews in the selection journals. All patron requests are carefully considered and purchased whenever possible, but are subject to the same standards and financial constraints as other acquisitions. Books from non-traditional publishers written by residents of Augusta-Richmond County may be donated and added to the local collection provided that the books do not conflict with this Collection Development Policy.

Paperbacks are purchased for each library. These are mostly genre mass-market, especially romance. Titles should not duplicate those available in hardback.

Adult Graphic Novels

Graphic novels are works that are unique in their pictorial presentation of the story line. This collection has grown dramatically in recent years.

Graphic novels are selected for their quality of illustrations, story line and popularity. This ephemeral collection is constantly changing as reading tastes change. There is no effort to collect deeply or broadly, but rather to keep a popular reading collection that is responsive to readers' preferences.

Adult Periodicals

Periodicals (newsletters, magazines, journals, and newspapers) are the most current sources of information on new theories, discoveries, trends, and consumer information and they also satisfy recreational and research needs on an array of subjects. The periodicals collection represents the broad spectrum of knowledge and includes academic, trade, and popular titles issued and received in a variety of format.

These materials form an important part of the library's research collection and are intended to complement the book collection. The library does not generally purchase professional journals other than those in library and information science.

Adult Non-Fiction

The Augusta-Richmond County Library's collections are organized by the Dewey Decimal Classification System. (**Appendix VII**) Most of the subject collections below encompass several Dewey categories. English is the predominate language represented in the collection.

Generalities

This area is comprised of general works not limited to any one specific discipline, e.g. almanacs, encyclopedias, bibliographies, lists of trivia, uncommon knowledge, directories of organizations, guides to the methodology of writing and publishing and scholarship in general. Additionally, this wide-ranging collection includes titles on the practice of journalism, library science and the organization of knowledge, plus works about paranormal phenomena, legendary mysteries, UFOs and other possible deceptions,

hoaxes, errors, delusions and superstitions. Users range from those wanting brief, encyclopedic accounts of various topics to those – usually library school students – who intend to do serious research. The collection is weeded based on significance of title and changing use.

Philosophy / Religion

This collection aims for inclusion, providing information on the wide spectrum of efforts – philosophical, spiritual, and ancient to contemporary – to understand the human condition. Popular and significant contemporary works are acquired, maintained and replaced on an ongoing basis. Historic titles are retained and replenished. This collection supports the intellectually and spiritually curious, and the specific needs of students from high school through college, with a wide range of reference works, bibliographies and secondary works. The collection is weeded based on significance of title and changing use.

Social Sciences

Here are interdisciplinary works on human society, sociology, social anthropology, social class, social problems and group behavior. Materials are usually purchased with a general audience and the beginning student in mind, although some works are aimed at the college-bound student. The collection is weeded based on significance of title and changing use.

Political Science / Law / Government

These current and popular political books and biographies meet the demands of a politically active community. Users include students, general readers, independent researchers, law firms, law students, and community and political activists. The collection is weeded based on significance of title and changing use.

Political theory and dictionaries; systems of government and political parties of the United States; federal, state and local governments of the United States; foreign governments and their political systems; elections systems, procedures and results; directories of lobbyists and political action committees (PACs); parliamentary procedures; directories of international organizations; materials for those interested in community activism and political activity.

Consumers will find current and self-help publications (Nolo Press, Sphinx Press and Legal Almanac), biographies as well as documents appropriate for the area. The collection is weeded based on significance of title and changing use to meet the demands of students, general readers, independent researchers, law firms, law students and community and political activists.

Languages

Basic materials such as dictionaries, encyclopedias, selected editions of important works, handbooks and periodical publications in different languages are collected. English as a Second Language (ESL) materials are collected for those who are learning English; instructional language materials are offered with an emphasis on Spanish, French, Chinese and other European and Asian languages. The collection reflects changes in population patterns, community needs and patron demand and is aimed at students, travelers and those interested in expanding or acquiring a new language skill. The collection is weeded continuously based on currency and use.

Mathematics / Sciences

Mathematics and the hard sciences – also called pure sciences – are fields built on quantifiable data, accuracy and objectivity. Library materials about mathematics serve the popular information needs of students, business people and trade apprentices. Library materials about the sciences and scientists serve those interested in increasing their personal knowledge as well as students at the high school through college levels. **Textbooks typically are not collected.** The collection is weeded based on significance of title and changing use.

Technology/Household Management / Consumer

The materials in this collection cover a broad spectrum of science-based topics that apply to daily life. The primary focus of the technology collection is on up-to-date handbooks and technical guides that satisfy the popular information needs of students, apprentices, hobbyists, home buyers, do-it-yourselfers, entrepreneurs and general readers. The current handbooks and manuals in the computer collection are used by students, hobbyists, owners of small businesses and general readers interested in specific software programs; this collection is meant to meet their popular information needs. Users of the cookery collection span all ages and abilities: home cooks; high school, college and culinary school students; food club members; authors; bakery, café and restaurant owners; chefs, bakers, cooks, professional caterers and food designers; small business owners. The household management collection serves the general public, including parents, culinary and cosmetology students, and amateur sewers. The gardening and agriculture collection provides an introductory overview for a general audience and lower-level college students, with selected important works. The collections are weeded based on significance of title and changing use.

Medicine/Consumer Health

This general medicine and health collection emphasizes current and accurate information and is primarily for patients, their families and caregivers. Nursing students, home health aides and other practitioners use the collection to assist them in licensing exams and for practical advice in their work. The collection is weeded based on significance of title and changing use.

Engineering

This collection includes works on engineering, energy, transportation and communication, including modes that enable communication to take place (e.g. the postal system). General readers, students, hobbyists, do-it-yourselfers, apprentices, and professionals use this collection to gain general knowledge. The extensive collection of automobile, truck and motorcycle repair manuals covers a variety of individual models. The collection is weeded continuously based on significance of title and changing use.

Business/Economics

Works on business, economics and the job market meet the needs of students, employees, business owners and entrepreneurs, consumers, job seekers and career changers. The economics collection in particular is geared toward consumers, students through the undergraduate level, do-it-yourself personal investors, financial planners and people interested in labor history and practices. The collection is weeded based on significance of title and changing use.

Visual Arts/Performing Arts

This collection includes biographical, historical, critical and technical works and in-depth resources, collected sets of criticism and subject encyclopedias. Users of the collection include general readers, students, researchers and professionals. Most of the collection is weeded based on significance of title, changing use and maintaining existing collection strengths.

Sports/Recreation

This collection offers materials on games and puzzles, group games, outdoor recreation and sports which reflect local recreational interests. The collection also provides historical studies, popular works, biographies and instructional material as well as encyclopedias, books of records, statistics and rules. Users of this collection include the general reader, athletes, coaches, sports fans and outdoors enthusiasts. The collection is weeded based on significance of title and changing use.

Literature

International in scope, the collection provides the Library's largest concentration and widest diversity of literature and literature-related titles in English. A solid historical collection is retained and replenished and current works are acquired on an ongoing basis. A collection of modern and contemporary American poetry is available, serving as a resource for the local poetry community. Users of these collections include students of all levels, writers, practitioners, performers and inquisitive readers. The collection is weeded based on significance of title and changing use.

History/Geography

With an emphasis on United States and military history, this collection supports the interests of students of history, amateur genealogists, travelers, veterans and the adult and young adult reader. Very little genealogical primary source material is offered; rather, the emphasis is on putting how-to materials in researchers' hands. The collection is weeded based on significance of title and changing use.

Biography

Current and retrospective biographies of notables associated with the United States and, to a lesser extent, other countries; emphasis is on a diverse and inclusive collection. Users of the collection include the general public and students from the high school through undergraduate levels searching for references to particular people or interested in the history of science and technology. The collection is weeded based on significance of title, usage and maintaining existing collection strengths.

Adult Media

Audiobooks are purchased in CD format. Titles are purchased according to patron demand and reviews. Works of best-selling authors are represented primarily in unabridged versions. The nonfiction collection covers a range of subject areas including best sellers, instructional and self-improvement selections on topics such as computer use and exercise, and guides for the teaching of English as a second language. Downloadable audiobooks, e-books and e-magazines are available for library patrons through the *Georgia Download Destination (GADD)* consortium. Titles are selected by all libraries in the consortium for all patrons and Augusta-Richmond County has no control over titles purchased by other consortium members.

The DVD collection exists to serve the informational, educational and recreational needs of the library community. DVDs are considered for collection inclusion based on critical reviews, patron requests and the reputation of the makers and distributors. Due to the emergence of streaming video services, some titles are never released in the DVD format. DVDs are evaluated as whole and not on the basis of particular scenes or segments. A work will not be automatically excluded from the collection because it presents an aspect of life honestly or because it exhibits frankness of expression. An item need not meet all of the selection criteria to be acceptable. In some instances, an item may be purchased because of its artistic merit, because of scholarship, as a historic record, as critical to the information needs of the community, or because of substantial demand.

Reference Collection

The library system's non-circulating reference collections provide authoritative information about a variety of current and historical topics. These collections are published in a variety of formats: almanacs, encyclopedias, dictionaries, yearbooks, handbooks, indexes, directories, bibliographies, plot summaries/critiques, price guides, statistical compilations, geographical sources, and legal, medical guides, and electronic resources. To a limited extent, most reference collections include some items not produced in one of these formats. Some items included in a reference collection may be duplicated in a library's circulating collection.

A branch library's reference collection will contain a core of basic reference materials found in all branch libraries, supplemented by specific resources of interest to that particular agency's community. The reference collection at the Headquarters Library contains materials that cover the entire range of the Dewey Decimal Classification System. These materials vary in degree of difficulty from basic introductory level to a research level in selected Dewey areas.

Reference Collection Development

The emphasis of the reference collection has shifted from print to electronic resources. Databases and other electronic resources cover a broader range of information and have the advantage of more timely updates. The Reference staff will read professional reviews of reference materials and make recommendations for purchase. Criteria may include one or more of the following: literary merit; enduring value; accuracy; authoritativeness; social significance; importance of subject matter to the collection; timeliness; popular demand; costs; scarcity of material on the subject and availability elsewhere and quality and suitability of the format. The Reference Services Librarian makes the final decision on which materials are suitable for the reference collection.

Electronic resources (including but not limited to databases or e-books) will be selected to cover areas of patron interest including, but not restricted to, literature, foreign language, genealogy, biography, and periodicals.

When purchasing new reference materials, or replacing outdated resources, preference will be given to electronic versions of the selected materials.

Materials will be weeded from the collection when the information is no longer the latest available on the subject, the print volume is in poor condition, or a database is purchased that covers the subject.

Electronic Resources Collections

Electronic resources consist of content that is stored and displayed digitally and accessed via computers and other electronic devices. These resources are often referred to as databases, or as online or digital content, resources or media.

The Library subscribes to a variety of electronic resources that may include some or all of the following: full-text magazines, newspapers, journals and other periodicals, reference sources, indexes, abstracts, images, electronic books and electronic media. With the electronic collection the Library aims to extend access to library information, regardless of location. Patrons can access these collections within or beyond the actual, physical facilities of the Library. The electronic format enables increased usability of library resources, allowing expanded searching and interactivity. This format also increases depth and breadth of the collection system-wide, alleviating the need to purchase multiple copies of some print resources.

These collections are used by library staff and patrons in the Main Library and the branches, as well as outside the Library. Some electronic resources are shared with other Georgia library systems via access to GALIELO.

Because electronic resources are an ever-changing medium, they must be evaluated on an ongoing basis.

Georgia Heritage Room Collection

The Georgia Heritage Room, located at the Headquarters Library, is a genealogical and historical collection. The purpose of the Georgia Heritage Room is to develop and maintain an in depth collection of materials having lasting historical and genealogical value to support the informational, educational and research needs of its users which consist of students, historians, genealogists and Augusta-Richmond County citizens as well as visitors.

The Georgia Heritage Room collection serves the needs of a broad spectrum of users with diverse informational and educational pursuits. The collection is a reference collection and does not circulate. Books by local authors, about subjects other than local history will be added to the collection selectively to preserve a copy of their work. The greatest consideration is given to Augusta-Richmond County authors. As a practical definition, Augusta-Richmond County or Georgia authors are those who have lived in the county or state for a significant period of time. No attempt will be made to form a collection of works by southeastern authors as such. The collection will contain some materials of current usefulness such as Georgia travel guides, Georgia customs and family life, as well as books about native plants or animals.

Material concerning Augusta-Richmond County and Georgia will be of primary importance, with an emphasis on genealogical and historical materials relating to the southeastern United States. Geographic and subject coverage of these materials reflect and support the migration patterns of movement to and from Georgia. The collection also includes national genealogical and historical resources including selected Northern sources. Historical materials selected reflect diverse points of view. These materials include church histories, state and county histories, personal narratives, diaries and letters or any other accounts of events which have affected the history of the United States including records documenting United States military involvement since the Revolutionary War with a concentration on the Civil War.

Materials requested by patrons and that relate to the collection are considered for possible purchase. The Georgia Heritage Room does not purchase individual family histories, but does accept them as donations.

The terms for donation are spelled out in the Georgia Room's deed of gift form (**Appendix VIII**).

Most of the materials in the Georgia Heritage Room collection are in book form. Other formats include maps, photographs, microforms, clippings, unbound papers and documents. The collection does not include realia (three-dimensional, real life objects such as textiles, specimens, badges, emblems, insignia, etc.)

To preserve older materials while maintaining access, items will be digitized using the following priorities:

- Items which conform to the mission and strategic plan
- Materials in heavy use
- Materials with high research value
- Materials not duplicated elsewhere
- Pre-1923 items which are in the public domain and not subject to copyright

To ensure preservation of materials a *minimum* of three copies will be kept.

- Original.
- Digitized copy for storage on an external hard-drive or newest standard format.
- Access copy for use.

Items will be scanned in the highest resolution available.

Digitized copies will use open standard file formats which are non-proprietary; ASCII based, in common use, and have freely published specifications, such as **rtf, txt, tif, jpg**. They will use meaningful and consistent metadata, conforming to ISO Standard 8601 for dates, and will contain file resolution information.

To guard against file format obsolescence and bit-level degradation, an annual bit check will be performed and copies updated and will migrate to a more current format if necessary. Future documents will be normalized (same formats, naming conventions, etc.) for consistent metadata. Copies will be stored in multiple digital and geographical locations to guard against loss from file corruption and natural disasters.

Augusta-Richmond County Law Library

In July 2021, the Augusta-Richmond County Law Library was relocated from the Augusta-Richmond County Judicial Center to the ARCPLS Headquarters location. This collection was developed to provide research and reference materials for the public, staff, and attorneys. In addition to general civil and criminal case sources, the library contains information for people who wish to represent themselves in domestic and probate legal matters. Anyone may access the collection to get legal forms or information on a variety of issues, including: state and federal law, taxes, wills, deeds, legitimation, custody, visitation, child support, annulment and divorce. These library materials may not be checked out or removed from the library. ARCPLS is not responsible for the funding or development of this collection. Its maintenance is the responsibility of the Augusta-Richmond County Legal Department in accordance with *O.C.G.A 36-15-1, et seq.*

Professional Collection

The Professional Collection, housed at the Headquarters Library, is a collection of specialized materials pertaining to the management and development of libraries. This collection of reference materials is to aid staff in the development of services, programs and collections. It can also be used as a resource for in-house staff training.

VIII. RECONSIDERATION OF SELECTION DECISIONS

The library encourages its users to recommend items for purchase. In deciding whether to acquire the items recommended, the staff considers not only users' recommendations but also other criteria identified of this document.

Users who wish the library to acquire an item the staff has decided not to acquire and those who wish the library to remove an item in its collection must submit a formal written request (**Appendix VIII**).

Upon receipt of such a request, the director will convene a panel of the staff to re-assess the challenged decision, and, after considering their recommendation, will decide whether to accede to the user's request.

If the director declines to do so, the user may appeal the decision to the Board of Trustees by making a written request to the president.

IX. GIFTS

A gift for the library collection may consist of materials or funds for the purchase of materials. Funds may be given for acquiring materials recommended by the library staff, or for the purchase of specific items suggested by the donor and recommended by the staff for inclusion. The library encourages gifts not earmarked for specific items to permit the most flexible use of the donation for the enrichment of the collection.

Cash Gifts:

- Gifts of cash generally fall into three categories:
 - **For books and other materials for the collection:** This is a gift of cash made specifically for the purpose of buying books and other library materials (e.g., CDs, DVDs, periodicals, etc.) for the collection. Donors may designate the gift for a specific branch library, the Main Library, or they may designate the gift for general use (either Branch Library System or Main Library). Donors may also specify whether the gift is for adult materials or children/youth materials.
 - **For specific program support:** This is a gift of cash for specific program support (excludes books and materials for the collection, covered in #1 above). Donors may designate the gift for a specific branch library, the Main Library, or they may designate the gift for a specific program purpose.
 - Donors must specify how they want the funds used.
 - **For general library support:** This is a gift of cash for general program support. Donors may designate the gift for a specific branch library, the Main Library, or system-wide support. The Library Director will determine the best uses of these funds. Donors do not specify how funds will be used.
- Donors of \$25 or more may request that bookplates acknowledging their gifts be affixed to books whose purchase was made possible by their gifts.
- Gifts of over \$1,000 that restrict the Library's use of funds are to be accompanied by a letter to the Library Director requesting the acceptance of funds for restricted use and must be authorized by the Library Director prior to deposit or expenditure.
- While the Library welcomes gifts designating funds for one or more areas in the collection, designating funds for specific titles cannot be accommodated.
- All gifts of money will be acknowledged.

Non-Cash Gifts:

- Donations are accepted with the understanding that the Library has the right to determine the disposition of gift items. Materials not added to the Library's collections are offered to the Friends of the Public Library for their book sales (the proceeds of which are used to fund library programs), or may be shared with other appropriate institutions.
- Due to the volume of gifts received, the Library cannot acknowledge, track or return unsolicited items received from publishers or individuals.
- Gift materials will be added only if they fall within the guidelines of the Collection Development Plan and the Library's goals and objectives. Augusta-Richmond County Public Library applies the same standards of selecting gift materials to be added to its collections as it does when selecting materials for purchase.
- Examples of materials that may not be added to the collection include those that: are outdated, are in poor physical condition, lack any reviews or are poorly reviewed in professional reviewing sources, or are duplicates of items the Library already owns in sufficient quantity.
- Inclusion of independently or self-published materials is based on the merits of the work and must meet the criteria for selection set forth in this policy. Works by local authors and works that have regional interest may be given special consideration. Self-published local authors who wish to submit their works for the circulating collection may donate a copy for consideration. The donated copy becomes the property of the Library and will not be returned. Some submissions may be considered for the Georgia Heritage Room Collection rather than the circulating collection if the work meets those criteria. The Library does not accept unsolicited self-published works by non-local authors or publishers. Such submissions will not be acknowledged nor returned. The addition of any donations to the Library's collection, self-published or otherwise, is solely left to the discretion of the Library. Donation of material does not guarantee that the item(s) will be cataloged and/or included in the Library's collection.
- The Library cannot accept magazine subscriptions purchased by the donor.
- Prior to accepting a large collection of materials, the donor shall provide the Library with sufficient information about the collection so that the Library may identify sources required for cataloging, processing, preservation and archiving of the materials. The Library shall consider these details for the existing collection as well as the details for its continuation, such as selection and addition of materials and continued funding. In many cases a Deed of Gift and/or a formal written donation agreement may be signed before the Library accepts a large collection.
- The Library is not legally permitted to appraise the value of a non-cash gift. Donors who wish to have an evaluation of their gifts for tax purposes are referred to the IRS Publication 561, *Determining the Value of Donated Property*, and Publication 526, *Charitable Contributions*. If the value of a gift exceeds \$500, the donor must submit a list giving author, title, place, publisher and date of all items and must complete the current edition of IRS Form 8283, *Noncash Charitable Contributions*. When the value exceeds \$5,000, the donor must obtain an independent appraisal; the donor, appraiser and the Library must all sign IRS Form 8283. The donor pays for the cost of the appraisal, an expense that may be tax deductible. Because the Library is considered an interested party in the transaction, the IRS will not approve an appraisal made by the Library. The library will acknowledge the gift by letter and maintain a file substantiating the type, quantity, condition, etc., of the gift. It is the donor's responsibility to maintain all personal records pertaining to a gift for which s/he is claiming a tax deduction.

X. COLLECTION MAINTENANCE

To maintain the quality and relevance of the collection, the library may withdraw materials as needed.

Library staff evaluates materials that may be withdrawn based on these criteria, but not limited to:

- Accuracy and currency of information
- Physical condition of materials
- Availability of newer, more comprehensive or more accessible material
- Relevance to collection and scope of collection
- Ease of borrowing materials from another library
- Relevance to community needs
- Date of last circulation and number of circulations
- Number of copies in the collection

As materials become worn, damaged, or lost, replacement will be based on whether or not:

- The item is still available
- There is ongoing demand or need
- Another item or format might better serve the same purpose
- Updated, newer or revised materials would better replace a given item
- The item has historical value in this or another library based upon mission and guidelines
- Another library system could better provide the item or a comparable item in the future

When library materials no longer meet the selection criteria for inclusion in the collections the following options are available:

- Redistribute to public-benefit organizations such as the Friends of the Library
- Offer to Outreach collections
- Offer to other libraries
- Refer branch last copies to Headquarters Library
- Recycle damaged materials
- Discard government property in compliance with federal, state and local laws

The authority to withdraw materials from the general collections falls to the Branch/Department Manager, in conjunction with the Head of Technical Services. Core collections and last copies, should not be withdrawn without first consulting with the Head of Technical Services. The ultimate authority on withdrawing materials falls with the Director of the Library.

XI. MATERIALS BUDGET ALLOCATION

Each fiscal year, July 1-June 30, a portion of the Library's budget is allocated to the acquisition of new items.

The following narrative describes the sources of funding for the books and materials budget, the budget approval process, the major budget categories and the many factors that determine the Library's collection priorities.

Major Budget Categories

The major categories of the books and materials budget are books, electronic resources, periodicals (magazines and newspapers), standing orders (annuals, directories, etc) and audiovisual materials (DVDs and audiobooks).

Factors That Determine Collection Priorities

Many factors determine the Library's collection priorities. Among those (not in priority order) are:

- Usage statistics, such as circulation, in-library use, database use, etc.
- Public surveys
- Demand
- Community assessments
- Consultations with staff
- Changing demographics
- Strategic Plan goals, if applicable
- Rising costs
- Recurring costs
- Restricted grants
- Library and societal trends
- Format changes
- Changes in technology for delivery of content
- Collection capacity changes, including branch bond program facility plans

XII. APPENDICES

Appendix I

THE UNITED STATES CONSTITUTION -Amendment I

Appendix II

THE CHILDREN'S INTERNET PROTECTION ACT (CIPA)

Appendix III

OFFICIAL CODE OF GEORGIA § 24-12-30 (2020)

Appendix IV

LIBRARY BILL OF RIGHTS

Appendix V

FREEDOM TO READ

Appendix VI

FREEDOM TO VIEW

Appendix VII

STATEMENT ON LABELING SYSTEMS

Appendix VIII

STATEMENT ON DIVERSE COLLECTIONS

Appendix IX

DEWEY DECIMAL CLASSIFICATION

Appendix X

DEED OF GIFT GEORGIA ROOM COLLECTION

Appendix XI

SELECTION REVIEW REQUEST

Appendix I

THE UNITED STATES CONSTITUTION

Amendment I

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.

Transcription from the first ten amendments to the Constitution in their original form. These amendments were ratified December 15, 1791, and form what is known as the "Bill of Rights."

www.archives.gov

Appendix II

The Children's Internet Protection Act (CIPA)

The Children's Internet Protection Act (CIPA) was enacted by Congress in 2000 to address concerns about children's access to obscene or harmful content over the Internet. CIPA imposes certain requirements on schools or libraries that receive discounts for Internet access or internal connections through the E-rate program – a program that makes certain communications services and products more affordable for eligible schools and libraries. In early 2001, the FCC issued rules implementing CIPA and provided updates to those rules in 2011.

What CIPA requires

Schools and libraries subject to CIPA may not receive the discounts offered by the E-rate program unless they certify that they have an Internet safety policy that includes technology protection measures. The protection measures must block or filter Internet access to pictures that are: (a) obscene; (b) child pornography; or (c) harmful to minors (for computers that are accessed by minors). Before adopting this Internet safety policy, schools and libraries must provide reasonable notice and hold at least one public hearing or meeting to address the proposal.

Schools subject to CIPA have two additional certification requirements: 1) their Internet safety policies must include monitoring the online activities of minors; and 2) as required by the Protecting Children in the 21st Century Act, they must provide for educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response.

Schools and libraries subject to CIPA are required to adopt and implement an Internet safety policy addressing:

- Access by minors to inappropriate matter on the Internet;
- The safety and security of minors when using electronic mail, chat rooms and other forms of direct electronic communications;
- Unauthorized access, including so-called “hacking,” and other unlawful activities by minors online;
- Unauthorized disclosure, use, and dissemination of personal information regarding minors; and
- Measures restricting minors' access to materials harmful to them.

Schools and libraries must certify they are in compliance with CIPA before they can receive E-rate funding.

- CIPA does not apply to schools and libraries receiving discounts only for telecommunications service only;
- An authorized person may disable the blocking or filtering measure during use by an adult to enable access for bona fide research or other lawful purposes.
- CIPA does not require the tracking of Internet use by minors or adults.

Appendix III

O.C.G.A. § 24-12-30

GEORGIA CODE
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***** Current Through the 2020 Regular Session *****

TITLE 24. EVIDENCE
CHAPTER 12. MEDICAL AND OTHER CONFIDENTIAL INFORMATION
ARTICLE 4. OTHER CONFIDENTIAL INFORMATION

O.C.G.A. § 24-12-30 (2013)

§ 24-12-30. Confidential nature of certain library records

(a) Circulation and similar records of a library which identify the user of library materials shall not be public records but shall be confidential and shall not be disclosed except:

- (1) To members of the library staff in the ordinary course of business;
- (2) Upon written consent of the user of the library materials or the user's parents or guardian if the user is a minor or ward; or
- (3) Upon appropriate court order or subpoena.

(b) Any disclosure authorized by subsection (a) of this Code section or any unauthorized disclosure of materials made confidential by subsection (a) of this Code section shall not in any way destroy the confidential nature of that material, except for the purpose for which an authorized disclosure is made. A person disclosing material as authorized by subsection (a) of this Code section shall not be liable therefor.

HISTORY: Code 1981, § 24-12-30, enacted by Ga. L. 2011, p. 99, § 2/HB 24.

Appendix IV

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.

1. 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.
2. 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.
3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
5. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
6. 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.
7. 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.

Appendix V

The Freedom to Read

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. The censors, public and private, assume that they should determine what is good and what is bad for their fellow citizens. 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 need the help of censors to assist them in this task. 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.

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 or unpopular with 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 with any expression 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.

- **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.**

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.

- **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 citizens 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.

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.

A Joint Statement by the American Library Association and the Association of American Publishers.

APPENDIX VI

The Freedom to View

The freedom to view, along with the freedom to speak, to hear, and to read, is protected by the **First Amendment to the Constitution of the United States**. In a free society, there is no place for censorship of any medium of expression. Therefore these principles are affirmed:

1. To provide the broadest access to film, video, and other audiovisual materials because they are a means for the communication of ideas. Liberty of circulation is essential to insure the constitutional guarantee of freedom of expression.
2. To protect the confidentiality of all individuals and institutions using film, video, and other audiovisual materials.
3. To provide film, video, and other audiovisual materials which represent a diversity of views and expression. Selection of a work does not constitute or imply agreement with or approval of the content.
4. To provide a diversity of viewpoints without the constraint of labeling or prejudging film, video, or other audiovisual materials on the basis of the moral, religious, or political beliefs of the producer or filmmaker or on the basis of controversial content.
5. To contest vigorously, by all lawful means, every encroachment upon the public's freedom to view.

Endorsed January 10, 1990, by the ALA Council

While some attempts have been made to adopt these systems into law, the constitutionality of such measures is extremely questionable. If such legislation is passed which applies within a library's jurisdiction, the library should seek competent legal advice concerning its applicability to library operations.

Publishers, industry groups, and distributors sometimes add ratings to material or include them as part of their packaging. Librarians should not endorse such practices. However, removing or obliterating such ratings -- if placed there by or with permission of the copyright holder -- could constitute expurgation, which is also unacceptable.

The American Library Association opposes efforts which aim at closing any path to knowledge. This statement, however, does not exclude the adoption of organizational schemes designed as directional aids or to facilitate access to materials.

Adopted July 13, 1951. Amended June 25, 1971; July 1, 1981; June 26, 1990; by the ALA Council.

Appendix VII

Labeling Systems: An Interpretation of the Library Bill of Rights

The American Library Association affirms the rights of individuals to form their own opinions about resources they choose to read, view, listen to, or otherwise access. 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 systems present distinct challenges to these intellectual freedom principles.

Labels may be a library-sanctioned means of organizing resources or providing guidance to users. They may be as simple as a colored dot or strip of tape indicating reference books or fiction or as elaborate as the Dewey Decimal or Library of Congress call number systems.

Labels as viewpoint-neutral directional aids are intended to facilitate access by making it easier for users to locate resources. Users may choose to consult or ignore the directional aids at their own discretion. Viewpoint-neutral directional labels are a convenience designed to save time. These are different in intent from attempts to prejudice, discourage, or encourage users to access particular library resources or to restrict access to library resources. Labeling as an attempt to prejudice attitudes is a censor's tool. The American Library Association opposes labeling as a means of predisposing people's attitudes toward library resources.

Prejudicial labels are designed to restrict access, based on a value judgment that the content, language, or themes of the resource, or the background or views of the creator(s) of the resource, 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 resource. Such labels sometimes are used to place materials in restricted locations where access depends on staff intervention.

Directional aids can also 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. Even well-intentioned labels may have this effect.

Prejudicial labeling systems assume that the libraries have the institutional wisdom to determine what is appropriate or inappropriate for its users to access. They presuppose that individuals must be directed in making up their minds about the ideas they examine. The American Library Association opposes the use of prejudicial labeling systems and affirms the rights of individuals to form their own opinions about resources they choose to read, view, listen to, or otherwise access.

Adopted on June 30, 2015, by ALA Council.

Appendix VIII

Diverse Collections: An Interpretation of the Library Bill of Rights

Collection development should reflect the philosophy inherent in Article I of the Library Bill of Rights: “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.” A diverse collection should contain content by and about a wide array of people and cultures to authentically reflect a variety of ideas, information, stories, and experiences.

Library workers have an obligation to select, maintain, and support access to content on subjects by diverse authors and creators that meets—as closely as possible—the needs, interests, and abilities of all the people the library serves. This means acquiring materials to address popular demand and direct community input, as well as addressing collection gaps and unexpressed information needs. Library workers have a professional and ethical responsibility to be proactively inclusive in collection development and in the provision of interlibrary loan where offered.

A well-balanced collection does not require a one-to-one equivalence for each viewpoint but should strive for equity in content and ideas that takes both structural inequalities and the availability of timely, accurate materials into account. A diverse collection should contain a variety of works chosen pursuant to the library’s selection policy and subject to periodic review.

Collection development, as well as cataloging and classification, should be done according to professional standards and established procedures. Developing a diverse collection requires:

- selecting content in multiple formats;
- considering resources from self-published, independent, small, and local producers;
- seeking content created by and representative of marginalized and underrepresented groups;
- evaluating how diverse collection resources are cataloged, labeled, and displayed;
- including content in all of the languages used in the community that the library serves, when possible; and
- providing resources in formats that meet the needs of users with disabilities.

Best practices in collection development assert that materials should not be excluded from a collection solely because the content or its creator may be considered offensive or controversial. Refusing to select resources due to potential controversy is considered censorship, as is withdrawing resources for that reason. Libraries have a responsibility to defend against challenges that limit a collection’s diversity of content. Challenges commonly cite content viewed as inappropriate, offensive, or controversial, which may include but is not limited to prejudicial language and ideas, political content, economic theory, social philosophies, religious beliefs, scientific research, sexual content, and representation of diverse sexual orientations, expressions, and gender identities.

Intellectual freedom, the essence of equitable library services, provides for free access to varying expressions of ideas through which a question, cause, or movement may be explored. Library workers

have a professional and ethical responsibility to be fair and just in defending the library user's right to read, view, or listen to content protected by the First Amendment, regardless of the creator's viewpoint or personal history. Library workers must not permit their personal biases, opinions, or preferences to unduly influence collection development decisions.

Services to People with Disabilities: An Interpretation of the Library Bill of Rights," adopted January 28, 2009, by the ALA Council under the title "Services to Persons with Disabilities"; amended June 26, 2018.

ALA Code of Ethics, Article VII, adopted at the 1939 Midwinter Meeting by the ALA Council; amended June 30, 1981; June 28, 1995; and January 22, 2008.

Adopted July 14, 1982, by the ALA Council; amended January 10, 1990; July 2, 2008; July 1, 2014 under previous name Diversity in Collection Development"; and June 24, 2019.

APPENDIX IX

Dewey Decimal Classification

The Augusta-Richmond County Library uses the Dewey Decimal Classification to organize the materials in its collections. All nonfiction books and audiovisual materials are given classification numbers which represent their specific subject content. The aim in assigning classification numbers is to shelve together materials on the same subject.

The Dewey Decimal Classification (or Dewey Decimal System) was developed by Melville Dewey in 1876. It has been modified and expanded through twenty-two revisions, the last one in 2004.

The system is made up of ten main classes or categories, which in turn are divided into ten secondary classes or subcategories, each having ten subdivisions of its own. The ten main categories are:

- 000 Computer science, information and general works
- 100 Philosophy and psychology
- 200 Religions
- 300 Social sciences
- 400 Languages
- 500 Science
- 600 Technologies
- 700 Arts and recreation
- 800 Literatures
- 900 History and geography

APPENDIX X

Augusta-Richmond County Public Library System
823 Telfair Street
Augusta, GA 30901

706-821-2600

www.arcpls.org

DEED OF GIFT

I, _____, have been empowered to give, transfer, and convey the following property to the Augusta-Richmond County Public Library:

[Attach additional pages if more room is required.]

PROPERTY RIGHTS: Upon its transfer to the Augusta-Richmond County Public Library, the above described property becomes the permanent property of the Augusta-Richmond County Public Library. These include wall hanging pictures, library materials, and paintings inside or outside of the library.

LITERARY/ARTIST COPYRIGHTS: The literary/artist rights and work are hereby transferred in perpetuity to the Augusta-Richmond County Public Library System with the work itself.

ACCESS: This property will be open to use and research on an unrestricted basis.

DUPLICATION: The Augusta-Richmond County Public Library reserves the right to duplicate or reproduce this property for purposes of preservation, security or dissemination for research including any electronic, digital or future format. Duplicate copies of the property shall be subject to the terms of this deed.

DISPOSITION: The Augusta-Richmond County Public Library can transfer or dispose of any portion of this property without first offering it back to the donor.

ADDITONS: Photo shoots for commercial, advertising or fundraising purposes are allowed with the Augusta-Richmond County Public Library

System Board of Trustees approval.

ADDITIONS:

Additions to this property by the donor shall be subject to the terms of this deed.

Date: _____ Printed Name of Donor: _____

Address:

Donor Signature: _____ Date: _____

Library Director: _____ Date: _____

Board of Trustees President: _____ Date: _____

02 November 20

APPENDIX XI

SELECTION REVIEW REQUEST

The material in question is:

Author _____ Call # _____

Title _____

Book: Hardback _____ or Paperback _____; Video/DVD _____; Audio _____; Other _____

Publisher, if known _____

1. What is objectionable about this material? Please be as specific as possible, citing pages, passage, scenes, etc. _____

2. What might be the effect or result of the use of this material?

3. What are the positive aspects of this material? _____

4. Have you read/viewed/listened to the entire work? _____ If not, how much of the work are you personally familiar with?

5. Have you read or heard any professional reviews or critiques of this material?

6. Please comment on what you think is the theme or purpose of this material

8. What other work would you recommend that would fill a similar need and could take its place in the library's collection?

If additional space is needed to answer these questions, please use the back of this sheet.

=====

This request is being submitted on behalf of:
____ Myself ____ An Organization** ____ Other Group**

**Please identify _____

Person submitting request _____

Street address _____ Telephone _____

City, State and Zip _____

Signature _____ Date _____

Completed form should be submitted to:

Director
Augusta-Richmond County Public Library
823 Telfair St. Augusta, GA 30901