

II. Procedures

Accessioning New Library Materials

“Accessioning” is the term used to describe the process of adding new materials to the library collection. The following is a list of procedures that can be used as a checklist for acquiring materials for your library collection. Please note that the wording refers more closely to books acquired, but these procedures should apply for all new library materials.

Identify what is needed? – Sample Considerations for Selection

- Become familiar with criteria in the school/district’s selection policy
- Gain input from teachers, students and parents
- Survey administration/teachers about changes in curriculum – any new units/courses to be taught in the future?
 - Are the library resources adequate for your needs?
 - What areas or materials would you like to see updated/improved?
 - Do you recommend any specific titles or materials for the collection?
- Consult recommendations in review sources (*i.e. Booklist, Horn Book, Library Media Connection, School Library Journal, VOYA, NSTA’s Outstanding Science Trade Books for Students K-12, Notable Social Studies Trade Books for Young People published in the May/June issue of Social Education, Cream of the Crop, School Library Journal’s Best Books, ALA Notable Books, etc.*)
- Check information from inventory – what items need to be replaced/updated, what curriculum areas are weakly represented or missing?
- Consult other school librarians for recommendations
- Review your “wish list” of materials that you have noted throughout the year

Following is a list of procedures that can be used as a checklist for processing materials as they come into the library. The steps outlined below are mainly for processing books, but can be adjusted for other items as appropriate. Cameras and other expensive equipment/items without enough space to attach barcodes should have the barcode number written on the surface with a permanent marker or etched with a stylus pen.

Acquire Materials

- Select item – comparison shop, consider quality, edition, binding style
- Check budget for available funding – does item fit funding criteria (memorial funds, local funds, grant funds)?
- Select vendor – consider cost, time in completing order, shipping options, cataloging services and payment options.
- Prepare order with appropriate information
 - Bibliographic information (*i.e. author, title, publisher, date, ISBN, requisition number, quantity, cost*)
 - Is prepayment required?
 - Is purchase order number required?
 - Are there deadlines for availability or sale prices?

- Determine if, for a fee, the vendor will provide materials that are shelf-ready barcodes assigned, printed and attached, spine labels attached, book cards, book pockets attached, etc.
- Send order – consider options such as ordering by telephone, fax, or online.
- Record transaction and/or keep copies of purchase order
- Receive materials
 - Check packing slip for accuracy and verify contents
 - Examine items for damages and/or missing or up-side down pages
 - Contact vendor about problems in a timely manner
- Send a copy of the invoice for payment
- Accept or reject gift materials by using the district's standard selection criteria

Steps for Processing Materials

Each school district may have a specialized way of preparing materials. The following checklist for processing materials contains suggestions for consideration.

1. Write vendor name, date and price inside the book back or front cover.
2. Stamp books with school address stamp on inside front and back covers and perhaps the top and bottom of the book. Many schools also stamp a specified page in the book as a hidden identifier. Coordinate this page with other libraries in your district.
3. If you did not order the books with shelf-ready processing from your vendor, apply the following steps.
 - a. Classify and catalog the item with call number, subject headings and so forth according to your own library policy and procedure.
 - i. If the library uses an automated cataloging system, create original cataloging according to your software program and print the barcode and spine label. This barcode number will serve as your unique accession number.
 - ii. If the library does not have an automated cataloging system, create original catalog cards and type the spine label. Accession the item with a unique number and enter the item in your accession record. Write the accession number inside the item.
 - b. Apply the barcode. Consider the placement of barcodes. (See "h" below.)
 - c. Insert security tag if available for your system
 - d. Apply pocket if needed
 - e. Attach spine label
4. If you did order books with shelf-ready processing...
 - a. Download the MARC records from the disk or online source
 - b. Verify the download and address any problems with the vendor
 - c. Determine if you need to change any call numbers for your collection?
 - d. Do you need to add or change any prefixes such as Prof or AV on certain titles?
 - e. Is the school reading program information in the MARC record?
 - f. Verify or add the purchasing information (vendor, cost, date of purchase, funds, etc.)
 - g. Place the book in a bibliographic category you have set up for your patrons if appropriate

- h. Check the bar codes and labels for accuracy. Consider barcode placement – you may want one on the outside of the book as well as inside. Barcodes on the outside can speed up reading the shelves during the inventory process.
5. Identify and code items that need special markings such as stickers for Reference, Newbery, Caldecott, Maine, Lupine, genre or others according to your school's needs.
6. Verify books that are part of special reading programs at your school such as Accelerated Reader or Reading Counts.
 - a. Mark such items if needed.
 - b. Update reading lists and/or quizzes if available.
7. Place clear plastic book covers on hardcover books or laminate paperback items if desired.
8. If you do not cover the books, place clear protectors over barcodes and labels.
9. Display or shelve new items.
10. File shelf list and catalog cards if the library is not automated.

New Materials

- Add titles to “New Item” announcements
- Inform any students or teachers who requested the item(s) that they are in the library and ready for circulation.

Barcode Assignments

When first setting up an automated system, it is recommended that barcodes be assigned in ranges or partitions for patrons and materials. Barcodes from 100-199, for example, could be reserved for teachers, community members are assigned 200-299, district staff are assigned 300-399 and so on. Material barcodes are assigned ranges by vendor. Baker and Taylor would be assigned 40,000-49,999, Follett 50,000-59,999, original cataloging would be assigned 60,000-69,999 and so on.

Billing

New Materials

Each school has their own procedure for requests to purchase materials. Usually you have to type a “purchase order” also known as a “p.o.”. This may be an online form or a paper copy. The purchase order must be approved by the building principal and then sent to the business office or superintendent for approval. Once approved, the purchase order is mailed or faxed to the company and the materials are requested.

When you receive the order, check the packing slip to the contents to make certain that all the materials that were ordered were received. If something is missing, you need to find out if it is back-ordered or cancelled. If all materials are accounted for, sign and date the copy of the purchase order and forward to the appropriate person. When the signed copy is received, the order will be paid.

Billing for lost/damaged materials

Determine if there is an existing policy for lost or damaged school items. If there isn't a policy in place, now is the time to establish one for library materials. When you create a policy for lost or damaged materials, consider specifying the following:

- How long must a book be overdue before a bill is sent?
- May students retain borrowing privileges if they have materials which are lost or overdue?
- What amount will you bill for any lost book - the price it costs you to replace the book, the retail price, or a set price?
- Will you also bill for processing of the replacement item?
- Is the bill going to be sent home with the student or sent by mail to parents/guardians?
- What happens if the student does not pay for the lost/damaged material? Are they allowed to work in the library to pay the debt?
- Is there a school policy stating that their report card or diploma will be held until all debts are paid?

Book Repair

From time to time, library materials will need repairs. These repairs can run the gamut from a small rip in a page to sewing and replacing the binding. How much each library decides to take on depends on several factors –the cost-effectiveness of repairing vs. replacing the material, the librarian’s training and ability to make the repairs, the availability of repair supplies and tools and the time needed to repair the book. There is a difference between repairing a book that one knows will wear out in a year or two compared with a book one wants to preserve for a great length of time. Budget constraints may dictate, in part, these decisions as well.

Most of the Supplies vendors (see Vendors chapter) offer a variety of book repair materials for sale. Several also sell toolkits, books and videos detailing the steps necessary to repair books.

Some basic supplies to consider having on hand for in-house book repairs are:

- Document repair tape – **NOT** Scotch-type tape – for page repair. Document repair tape is specially manufactured to be non-acidic and non-yellowing. It comes in a variety of widths.
- Tape dispenser – Useful for holding several rolls of repair tapes.
- Polyvinyl acetate adhesive (PVA) glue – **NOT** white glue that is brittle when dry. PVA glue maintains the flexibility needed when opening and closing books.
- Cloth book tape – For repairs to the outer covers of bound materials. This tape also comes in a variety of widths and colors to closely match the existing binding of books. An alternative to consider is purchasing book cloth and using this with PVA glue to make your own cloth repairs.
- Book wings and corners – Made from cloth tape, these are designed for repairing the upper or lower edges of book spines and for the outer corners of books. Again, you may make these with book cloth and PVA glue.
- Hinge tape – Similar to the clear book tape, this tape is designed to bend or hinge and is used to reattach loose pages inside the books. You may also want to consider linen tape for heavier gauge paper and repair hinges.
- Book bands – Similar to elastic bands, these are larger and thicker. They are to be placed on the books after gluing. Use these carefully to avoid bending or bowing books.
- Wax paper – for protection of other surfaces during the gluing process.
- Weights – Wrap bricks in felt and use these to stabilize books while glue is drying.
- Metal, cork-backed ruler for accurate cuts.
- Metal triangle for square cuts.
- Mat knife with a segmented blade. The segmented blade eliminates the need to sharpen the mat knife.

Additional supplies (awls, threads, needles, rice paper, book presses, etc.) should be purchased only if the librarian is well versed in their use.

Prevention is the best approach to minimize book repairs.

- Cover books whenever possible. Paperback books can be covered with a clear laminate and reinforced with filament tape placed perpendicular to the spine.
- Shelf oversized books spine down. Do not shelf books face down. That places stress on the bindings and shortens their life.
- Teach your students to remove books from the shelves by firmly grasping the binding, not the top of the spine.
- Encourage students to keep their library books in a plastic bag. You may get donations from a local store or purchase these from your supplies budget.
- Save damaged books to use in your lessons on book care.

Some Quick Tricks:

- **Wet books** – Did someone return a book with wet pages? Insert newsprint paper between the pages of a wet book. Press it flat under a heavy object. You may need to replace the newspaper every few days until it is dry. Newspaper ink may bleed onto the pages, so it is preferred that you use blank newsprint paper. This is available through the supplies vendors listed in this handbook. Another source would be your local newspaper. Oftentimes, they discard the ends of newsprint paper rolls and would donate it to the library.
- **Wet books** – If you have a quantity of wet books, call the local supermarket and ask if they have a freeze drier or large freezer that they would be willing to let you use. Put the books loosely in the freezer, fanning if possible, and leave for about a week. This should dry the books thoroughly. If you have a small number of wet books, use your home chest freezer.
- **Mold or mildew in books** – One way to try to save a moldy book is to put it in the freezer for several days. This may stop the growth of the mold. Remove all covers and freeze with the pages fanned out as much as possible. After removing from the freezer, take a lint-free cloth and wipe down each page individually, making sure you have a clean section of cloth for each page. Long Q-tips may be used to reach inside the binding to remove any mildew/mold there.
- **Odors** – Create a micro-climate using a large plastic tub and deodorizing cat litter. Place the lid on the bottom, fill with cat litter. Place card stock on top of the litter to protect the book, fanning the pages of the book. Put the box on top, tightly sealing and let set for several days. The cat litter will absorb the odor.
- **Odors** – Fan the book open and feather the pages. Stand in an open window in the sunshine.

There are many web sites offering instructions and advice regarding book repair, archiving hints, cleaning, and how to minimize water and mold damage. These sites also offer guidelines on how to determine whether materials should be repaired in-house, professionally repaired and bound, or replaced.



Dartmouth College Preservation Services has an online Book Repair Manual that is very helpful.
<http://www.dartmouth.edu/~library/preservation/repair/?mswitch-redir=classic>.

The Alaska State Library has a Conservation Book Repair Manual available in pdf format.
<http://www.library.state.ak.us/hist/conman.html>

The Maine State Library District Consultants maintain a professional collection for loan. Contact your area consultant to see what resources you may on book repairs.

Workshops/Print resources

Abraham Schechter, Special Collections Librarian and Archivist, Portland Public Library has provided workshops as well as published a handbook on book repair. Thank you to him for his feedback on this section of the School Librarians' Handbook. His handbook on book repair is available at <http://lu.com/showbook.cfm?isbn=9781563087004>.

To schedule a workshop, contact the Southern Maine Library District office.

Rebinding

The librarian may decide that rebinding or binding library material is desirable. Collections of school newspapers or literary magazines may be bound, for example. This is *not* something that should be done in-house, but should be left to the professionals. Bridgeport National Bindery is one vendor that comes to the southern part of the State of Maine on a semi-regular basis and you can make arrangements for pickup-drop off of materials to be bound or re-bound. Contact them directly at:

Bridgeport National Bindery
662 Silver Street
P.O. Box 289
Agawam, MA 01002
Phone: 1-800-223-5083
Fax: 1-413-789-4007
Monday – Friday 8 a.m. – 4:30 p.m.
Email: info@bnbindery.com

Another New England bindery is:

Harcourt Bindery
80 Cambridge Street
Charlestown, MA 02129
<http://www.harcourtbindery.com/>

The District Library Consultants may also have other binderies that they could recommend.

Budget

The school library budget is a planning document used to facilitate decisions about the allocation of resources for the library. It should reflect the funding needs of the library media center to support the library programs. The process of budget development should involve identifying program goals, objectives and activities. Justification for funding should be stated in terms of how learning goals and objectives for the total school's instructional program are realized through the library media.

The ALA publication titled Information Power: Building Partnerships for Learning outlines program administration principles of school library media programs. Principle #7 states, "Sufficient funding is fundamental to the success of the library media program." The authors go on to explain that the task of funding a library media program that will give all students adequate opportunities is expensive (Information Power 109). It will be the responsibility and challenge for the LMS to prepare and administer a budget that will support the needed resources for students. When planning a budget, the following considerations are recommended.

Collection – Depending upon the mission of the library in question, the budget should provide for a collection that contains print, non-print and electronic resources to support the curriculum and student interests. These items should be well reviewed and meet the selection policies of the library. Examples of items in the collection are books, videos, DVDs, CDs, cassettes, and updated reference works such as encyclopedias, dictionaries and atlases.

Magazines/Journals – The budget should also support subscriptions to current news and leisure reading interests of student patrons. Education magazines and journals to assist staff in preparing lessons should also be included.

Programming – Reading incentive programs and other library programming should be supported by the yearly library budget. This might include registration costs for reading competitions, book titles for specific reading programs, and supplies or materials to support library activities and reading motivation (posters, bookmarks, prizes, etc.)

Technology - Costs for technology considerations may differ from school to school as some items may be included in technology budgets as opposed to library budgets. Possible library budget expenses include upgrade and maintenance costs for existing hardware/software, new/additional computers, peripherals, software as needed to support electronic access to information and library automation systems, and service agreement charges for major software packages and equipment including computers, copiers, etc.

Supplies – Consumable items such as book covers, book repair materials, spine labels, office supplies, print toner, blank CDs and DVDs, diskettes, etc. should be included in the library budget.

Travel – Include travel expenses such as hotels, registrations, meals, mileage for any workshops or conferences you plan to attend.

Budget Resources:

<http://eduscapes.com/sms/administration/budget.html>

From Eduscapes – Budget Management

<http://www.sldirectory.com/libs/resf/manage.html>

Resources for school librarians

<http://schools.natlib.govt.nz/school-libraries/collection-development/your-school-library-budget>

An interesting resource from New Zealand

<http://aklibraryhandbook.pbworks.com/w/page/1659458/Budget>

Alaska is a standard-bearer for school libraries. Though the articles are dated, the advice, approach and process are not.

Circulation

Whenever a patron signs out library material, these materials are circulated according to the Circulation Policies in place. If your system is automated, it is still important to be familiar with the paper/card process. Sometimes the computer technology will fail! The hardware fails, the power fails, the network fails, etc. Knowledge of the traditional card method for circulation will help you develop a plan in the case of computer failure.

Before materials can be circulated (signed in and out of the library), identifying book cards or barcodes must be assigned to the materials. (For more information, see the “Processing New Library Materials” section of this chapter.) Likewise, identifying numbers and cards must be prepared for each patron.

To keep track of *who* has *what* and *when* the material is due, a few steps must be taken. These steps are essentially the same regardless of whether or not the library has an automated system.

Signing materials out:

- **The material is identified.** In an automated system, this means entering the material barcode into the automation system. In a non-automated LMC, this means pulling the Borrower’s card from the material.
- **The patron is identified.** In an automated system, this means entering the patron barcode into the system. In a non-automated LMC, this means writing the patron’s assigned number on the book card.
- **The date due is stamped on the material.** This step must be done regardless of whether or not the library is automated. The date due assists the patron in reminding them when the material is due back in the LMC. The date due is also a tool that may be used in the weeding process because it helps to identify the frequency and currency of use of that library material. The date due may be stamped on a Date Due Slip in the book or pre-printed on a separate slip which is placed in the book upon checkout by the library staff or patron. Note that some items may have different loan periods and rules, depending upon local policy. For example, current magazines can be borrowed for just a class period or videos may circulate for one week while books may circulate for two weeks.
- **The checkout command is used. (*Automated systems only*)** Some automated systems require this last step before the material is signed out. Check your automation requirements to see if this is necessary.
- **The book card is filed in the charging tray.** Some libraries that are automated choose to keep a file of book cards for materials in circulation. Keeping an additional card file adds more work, however, it may be preferable if the automated system is new to the staff and/or the technology fails from time to time. Libraries that are not automated *must* keep such a file. Book cards are filed by date due, in shelf list order.

- For those libraries with automated systems, being prepared for a power outage or computer crash can save many headaches. Have a sheet at the circulation desk that has columns for patron number, material number, material title and date signed out. When your system is back up and running, enter the items into your circulation system. Some school libraries prefer to use this method of signing out books when the library is not staffed or when there is a substitute in the library.

Signing materials in:

- **Locate the book card in the charging tray.** The book cards have been filed in the charging tray by date due and in shelf list order. Place the book card back in the book.
- **Check material in. (*Automated systems only*)** Enter the barcode number of the book – either by scanning the barcode or entering it through the keyboard. If fines are assessed, this is the time to make note. If the patron is present, you may want to collect the fine at this time or notify him/her of the amount.
- **The check in command is used. (*Automated systems only*)** Check your software requirements to see if this is a necessary step.
- **Shelve** returned materials in their proper place. Materials that are waiting to be shelved could be placed in a conspicuous place to make them available for students to browse. This saves you time if they borrow a book before you have had time to shelve it! This also encourages students to browse for those “good books” that others have read!

Emergency Plans

School libraries can be affected by emergencies varying from natural disasters (hurricanes, ice storms), accidents (burst water pipes), maintenance issues (leaking roofs, crumbling structures, mold and mildew), and power outages to vandalism. The best course of action is to **be prepared**. These are a few ways in which you can be proactive on behalf of the school library.

Evacuation

Know and follow the emergency evacuation plans established in the school. Clearly mark the emergency exits in the library. Make sure you and the patrons know the route from the library to the designated evacuation point. Post this in several prominent places in the school library. Include this information in orientation programs to make sure that all students and staff know how to exit the library safely and where to report in the case of an emergency.

If, the school library is evacuated, the school librarian should make sure that all students and staff have exited the room safely. Take your school keys, car keys, purse or briefcase with you in the event that you will not be able to return to the school library for an extended period of time.

Insurance

The school library is most likely covered by the umbrella insurance of the school.

- Find out what is covered and, just as importantly, what is not covered.
- What is the deductible amount?
- Will insurance cover the replacement cost of the loss or a depreciated amount?
- What is the school's plan to cover the amount not covered by insurance?

Documentation

- **Quantify** the collection *including the replacement cost*. If you are using an automated circulation/catalog system, make frequent backups of the data and keep a copy of this offsite. If you do not have an automated system, photocopies of the shelf list cards, or a simple list of your collection should be created and kept offsite. Update this list as new materials are added and materials are weeded from the collection,
- **Quantify** the equipment *including model and serial numbers*. Keep this list up to date when equipment is purchased, discarded or replaced. The Technology department may keep an inventory, but it is wise to keep this information as well. Include power bars, extension cords, mice etc.
- **Quantify** supplies and other smaller items in the library. A list of supplies kept on-hand is not only useful to have in the case of an emergency; it is a useful tool when planning purchases.
- **Document** your library. Take video, digital or still photos of the entire library, including office and storage space. Burn the photos to a CD for ease of storage. Keep this documentation offsite or stored on one of the many websites that allows you to store

digital photos.

Power protection

As anyone who survived the ice storm can attest, losing power can be disastrous! Frequent power outages and surges can adversely affect a school library as well.

- **Battery backup** is important to have on the library's server. In the case of a power outage, this allows the server to slowly and carefully shut down, mitigating loss of important data.
- **Surge protection strips** should be placed on every computer, printer, television, VCR players, DVD players, etc. Often these surge protectors have warranties in case of failure. Make sure the warranty covers the replacement cost of the equipment to which it is attached. Mail in the registration form and keep the supporting information in a safe place.

Other considerations

- **Know where the fire extinguishers are located** and how to use them.
- **Know where the water shutoff valve is located.**
- **Locate the fire detectors.** Are they for smoke only? Or are they to detect smoke and heat?
- **Have a first aid kit handy.** Many school nurses will supply bandages and gloves. Keep these and other first aid supplies in one location where they can be easily accessed.

Filing

Materials in a library's collection are filed in the catalog and on the shelves according to a prescribed system. The increased usage of computerized library catalogs has both helped and confused filing in school libraries. Computer software programs have the filing system imbedded so items are arranged in strict letter-by-letter order, giving each keystroke a unique entry. The programs treat spaces and punctuation marks as unique entries and alphabetize accordingly. Not all school libraries have their collections automated, however.

The American Library Association offers two types of filing methods that are used for catalog filing as well as filing materials on the shelves.

ALA Rules For Filing Catalog Cards is the classic work that described the word-by-word filing system. This system was established for the paper or book catalog.

ALA Filing Rules, published in 1980, is a letter-by-letter system that may be used in a paper, book or online catalog.

Both volumes are available through the ALA Bookstore (www.alastore.ala.org).

The following may be used as general guidelines when filing catalog cards.

1. Arrange all entries in alphabetical order, word by word.
2. Ignore the minor articles "a", "an" and "the".
3. Interfile all types of entries (author, title, subject, etc.).
4. Ignore modifications of letters such as accent marks, umlauts, etc.

Other decisions on choosing the method of filing should take into consideration the possibility of automating the library and making sure that there is consistency in the application of the filing system. It is at the discretion of the librarian whether or not to change the paper catalog to reflect the changes in the computerized catalog. This may be a very time-consuming process.

Overdue Materials

With the exception of censorship, there is probably no more controversial a subject in libraries in general than how to deal with overdue library materials. It seems to be a topic that epitomizes differing philosophies in library service. And, similar to other controversial topics, it is often the style and manner of the personnel involved that allow whatever procedures are adopted to succeed or fail.

Once the decisions are made about to whom and how you are loaning materials, a procedure for notifying different groups of borrowers about overdue items should be developed. Schools providing individual computer accounts or email for students and/or staff will be able to send notices directly to those individuals. Some schools contact students through a homebase/homeroom/roundtable system or through their first period class. If notices are given through first period academic classes (when no homebase exists), be aware that teachers are often loath to use class time handing out lots of materials unrelated to their class. Notices to teachers and other staff can be placed in mailboxes or sent via email.

Recordkeeping is an important consideration for school libraries when collecting overdue materials. Electronic circulation systems are helpful by being able to generate overdue notices and lists. If your school library does not have an automated system, a paper system should be established. Overdue notice forms can be created in-house or purchased through the supply vendors listed in this handbook. Regardless of the method chosen, recordkeeping must be current and clear to all stakeholders.

With the overdue policies in place, it's time to notify the patrons of the overdue materials.

1. Determine **how often** notices are to be sent. Overdue notices should be sent on a regular, scheduled basis – weekly, every other week, end of quarter, etc.
2. Decide on **method of notification** – individual notices, lists given to classroom or homeroom teacher, email notification, etc. At the elementary level, because library visits are usually on a fixed schedule, it may be easier to print a list of obligations and give to the classroom teacher. S/he can help to make sure all students have their books before the class goes to the library for instruction time. At the middle and secondary level, where library visits are more likely to be on a flexible schedule, individual notification could be preferable.
3. Decide **how many notices** will be sent before consequences are given. Often, a first notice is given, then a second notice the following week and a bill for the replacement costs of the material sent the week after that.

Many schools offer “alternative” payment methods for lost or damaged materials that do not discourage students from continuing to use the library. Some alternatives are:

- Students may be allowed to bring in books from home that they are willing to part with and that the librarian decides are appropriate from the collection.
- Sometimes students are allowed to work off the cost of the lost book by volunteering in the library.

- Students could purchase a replacement copy of the lost/damaged material at a secondhand store or online.

The goal is to have students recognize their responsibility to care for and return library materials but also to have students see the library as a place where they will not be forever shunned for having an overdue book.

Replacing Library Materials

Print materials:

Basic steps when replacing library materials could include:

1. Determining need

- a. Lost: items identified as lost during annual inventory or lost because they have not been returned; is there a chance the items could be found/returned?
- b. Damaged: items are beyond reasonable repair
- c. MUSTY/Weeded (see “Weeding” section of handbook)
- d. Determine if the items actually need replacement. Be consistent with your collection development policy. Some lost/damaged items do not need replacing. Some should be replaced with newer/updated editions.

2. Marking the item in your collection

- a. Develop a procedure that works in with your circulation system, whether or not your system is automated.
- b. Non-automated systems: Tag the materials to be replaced using paper clips or other plastic markers on the shelf list cards of those materials. This simplifies the amount of clerical work that needs to be performed once the material is replaced.
- c. Automated systems: It can be advantageous for students to see on the online catalog that some items are “Lost” especially if it is a popular topic/title. Each system has its own method for marking materials as “Lost”. Consult your system manual for the steps to take.

3. Allocating funds for the replacement items

- a. Percentage of annual budget: Track the number of lost/damaged items and total, retail cost to replace and include these figures in your annual reports; include what percentage of your annual budget is for replacements in your budget requests.
- b. Separate library account: Consider keeping ‘separate account’ in which to deposit monies paid for lost/damaged items.
- c. Donations

4. Acquiring the replacement items

- a. Order as part of annual purchases, or
- b. Order as needed using your ‘separate account’, especially when budgets are depleted or frozen, or
- c. Add the title to your “wish list” for donations

5. Adding the replacement items to your collection

- a. Develop a procedure to enter items into your circulation system, again, regardless of whether you are automated or not

6. Disposing of the replaced items

- a. Remove all library markings, pockets, and stamp “discarded.”
- b. Follow your Collection Development Policy for weeded materials.
- c. Discarded items could be sold in a used book sale.
- d. Discretion is advised when simply putting items in the garbage can. Many

librarians have had well-meaning people find the books and return them to the library!

- e. Damaged items could be kept to show students as examples of the importance of keeping books away from pets, younger children, and liquids. Mark the year the item was damaged and save to use after that student has left your building.

Audiovisual Materials:

Follow the steps outlined above, as appropriate, for replacing audiovisual materials.

In addition, audiovisual materials (videos, DVDs, cassettes, CDs, microfilm or microfiche) present unique challenges when considering replacements. Do you want to replace a VHS tape when the technology is no longer supported? Do you want to replace an audiocassette when CD or MP3 options are available? Keep in mind the state of the technology when replacing AV materials.

Scheduling

There are two main types of scheduling used in School Library Media Centers: flexible and fixed. They can be used independently or a combination of the two can be implemented. The school environment has an advantage over a public library in that the patron base is fixed or “captive”. These different types of scheduling take advantage of this captive audience in various ways.

The choice of which scheduling to use is based on whether students go to the library as they would a regularly schedule class to learn library skills that may or may not be related to assignments in other classes or if students go to the library as needed to get timely instruction based upon real, current and specific information needs.

Fixed Scheduling:

Fixed scheduling is most often used in the elementary school environment. In this type of scheduling, classes are allotted a certain period of time, most often weekly, to come to the library just as they do for art, music or gym. Often during this time the students are sent to the library without the teacher since it becomes the teacher's “prep” period.

Advantages:

- Each and every student from the school is able to have the experience of going to the library on a regular basis. No students are left out.
- Regular library skills classes can be planned and taught.
- Teachers can count on the library time when planning research projects with their students.
- Students will borrow more books and, if they borrow more, they are more likely to read more.

Disadvantages:

- Sending a class to the library without the class teacher can diminish the importance of the librarian. Students perceive that if the teacher does not need to go the library, students may not need to go either.
- Some librarians feel as if they are functioning more like babysitters than research consultants.
- The short period of time students are in the library each week is often not enough to teach classes and also check out required materials. Schools with larger student populations have more trouble finding enough time for each class in the library.
- The library may be “booked” so often that it is not available for teachers and students to use when they are doing research, spontaneously need information, or are looking for free reading materials.

Flexible Scheduling

Flexible Scheduling includes both flexible and open access to ensure that students, teachers and administration all have the ability to access materials in a timely manner. Teachers do not have a set time each week to come to the library. Instead, they schedule themselves to visit the library with their classes when they are working on a particular project or unit with their students. The classroom teacher and the media specialist often work together to determine the best time for instruction. Students are also able to come to the library whenever there is a need whether it is for research, Internet use, or personal reading.

Advantages:

- Information and research skills take on a clear meaning when they are directly related to a project or work in the curriculum. The library becomes an extension of the classroom. The librarian takes on a more instructional role and is able to assist teachers in real curriculum related projects.
- Since the research skills are taught in a way that is tied directly into the curriculum students become more adept at locating and using resources on their own, leading to a group of lifelong learners.
- Flexible scheduling allows teachers and students to work and come to the library spontaneously when a “teachable moment” occurs or when a student becomes interested in a topic and wants more information. These longer periods of time at closer intervals help create meaningful learning opportunities.
- If a class needs to come to the library many days in a row this can be arranged without interfering with other class schedules.
- Small groups of students can be sent from many different classes at a time to use the library.
- Individual students can use the library as a safe, quiet place to work and read since they can come any time they have free.
- The focus of the library shifts from a prep or “release” time for teachers to a “student centered” library. Teachers and librarians spend more time collaborating, planning and teaching.
- When students use the media center when they really need to the learning is more authentic and the information skills they use are more relevant.
- Research indicates:

Disadvantages:

- The media specialist will need to work with teachers and students to promote library use since the library is not constantly scheduled with classes.
- Not every student or teacher will come to the library in spite of heavy library promotion by the media specialist.
- If students do not come into the library on a regular basis, they may be less apt to borrow books as under the fixed schedule. This could lead to a lessened likelihood to increase student reading.

Resources for Further Reading

- "ALA | AASL Position Statement on Flexible Scheduling." ALA | Home - American Library Association. 09 Jan. 2009
<<http://www.ala.org/ala/mgrps/divs/aasl/aaslproftools/positionstatements/aaslpositionstatement.cfm>>.
- ALA | Home - American Library Association. 09 Jan. 2009
<<http://www.ala.org/ala/mgrps/divs/aasl/conferencesandevents/confarchive/pittsburgh/MakingtheMostofaFixedLibrarySchedule.pdf>>.
- "ALA | McCracken." ALA | Home - American Library Association. 09 Jan. 2009
<<http://www.ala.org/ala/mgrps/divs/aasl/aaslpubsandjournals/slmrb/slmrcontents/volume42001/mccracken.cfm>>.
- "ALA | SLMR Online andcopy; 2000 ALA." ALA | Home - American Library Association. 13 Jan. 2009
<<http://www.ala.org/ala/mgrps/divs/aasl/aaslpubsandjournals/slmrb/editorschoiceb/infopower/selectvandeusen21.cfm>>.
- Hurley, Christine A. "Fixed vs. Flexible Scheduling in School Library Media Centers: A Continuing debate." Library Media Connection 23 (2004): 36-41. Academic Search Premier. Ebsco. 12 Jan. 2009. Keyword: fixed schedule.
- "The School Library Media Specialist: Program Administration." EduScapes: A Site for Lifelong Learners. 09 Jan. 2009 <<http://eduscapes.com/sms/administration/flexible.html>>.
- Taylor, J. (2006). Flexible scheduling. In *Information literacy and the school library media center* (pp. 67-81). Westport, Connecticut: Libraries Unlimited.
- "Using Flexible Scheduling." Massachusetts School Library Association www.maschoolibraries.org. 09 Jan. 2009.
<file://localhost/<http://www.mslma.org:MediaForum:Nov2002:flexsched.html>>.

Statistics

The Library Media Specialist should maintain a variety of statistical information. Quantifying and analyzing statistical information can be useful for budget purposes, collection development purposes, planning purchases and for advocating the Library Media Program.

Usage

Circulation of materials:

Figures should be gathered regarding what materials have been circulated and when. These should be broken down not only by month, but also by what type of materials has been circulated – by Dewey number, type of fiction (easy, picture books, etc.), reference, video, etc. Libraries with an automated system can run a variety of reports that will print this information. In libraries that are not automated, these figures must be gathered and recorded. Many supply vendors have ledgers in which to record this data.

Analyzing this data can answer questions such as the following:

- What section of the collection is the most popular with patrons? Future purchases could be earmarked for this section.
- Which sections are the least popular? This information could affect purchasing decisions as well. It also offers an opportunity for promote a particular section or genre. Perhaps the reason this section isn't as popular is because the patrons are not familiar with it. Consider book displays, book talks, etc. for this section before making firm purchasing decisions.
- Does a particular section circulate more at a particular time of year? This could give you clues as to what teachers are teaching what topics and when this happens. Use this information as a tool to collaborate with teachers. Mention the possibility of supplementing your collection for this time period with materials on inter-library loan. Invite them to come to the library before the unit is taught to see what materials the library has to offer.
- Has your total circulation increased over time? If so, use this information at budget time to bolster your request for increased funding.
- How many materials circulated per student? This helps to show what a bargain it is for taxpayers to fund the library program!

Classes

Flexible schedule:

Keeping track of the numbers and types of classes that come to the Library Media Center is most helpful when the library has a flexible schedule. Record not only the numbers of classes and when they come to the library, but also record why. If possible, keep a copy of the handout students received. You can use this information to plan purchases in support of the units, to prepare bibliographies of resources for the teachers, and as a start to a dialogue with the teacher to plan for the following year.

Some important information can be gleaned from these statistics:

- Are particular teachers more likely to use the library? Use this information to work collaboratively with those teachers to plan in advance. Offer instruction in library media skills to assist them and the students. Invite the teachers to view the collection in advance. Offer the use of inter-library loans to fill in gaps. Promote the online databases to which the library has access. Personalize the visits to the class goals.
- Are there particular times when the library is busier than others? Just after lunch? The end of the week? The end of the quarter/semester? This information could also help you plan for additional volunteers during these busy times.

Fixed Schedule:

Keeping track of unscheduled time is as important as scheduled time. Are you conducting follow-up lessons, make-up lessons, classroom visits?

- Create a chart showing how your library class time is conducted for each grade level. How much time do you spend on read-alouds, library skills, assisting students select books? How much time do the students sit and read? For example, a 35 minute third grade class may have 10 minutes read aloud, 15 minutes of book selection and 10 minutes of silent reading.
- Track how many classes have students borrowing books for other than personal reading such as reading buddy programs, classroom research projects, etc.

For any Type of Schedule:

Librarians should track all of their tasks, including, but not limited to: classroom visits for skill lesson, book talks, or visits for other reasons. Perhaps you are observing a second grade classroom in order to gain more information about how they conduct reading lessons. Or you may visit a fifth grade classroom to observe classroom behavior management so you can create a more consistent environment or gain insights to why a certain age group acts the way they do.

- Record all events and the hours spent planning and providing any reading-related events such as book discussion groups and book fairs.
- Record hours spent tracking down overdue books such as time spent creating overdue notices, phone calls to parents, etc.
- Record hours spent on any other task even if at the time it seems trivial or unimportant. You'll be surprised at the end of the year when you look back to all you have accomplished! Over time, you never know what seemingly small statistic may help you increase your budget by even a few dollars, receive additional staff time, or be able to rearrange your library schedule to better serve students.
- Share all of your statistics with anyone who will listen, either formally in an end-of-year report to your building administrator or informally work an interesting statistic into a conversation with school board members, parents or citizens in your community.

Uncirculated Materials

Students and school staff frequently consult or read library material, but do not sign it out. Reference materials may be restricted to in-library use only. A teacher may have put certain materials “on reserve” in the library. Magazines and newspapers are read then put back on the shelf. This type of usage of library materials is often not documented. You may be surprised at how high the usage is!

Some libraries ask that patrons do not re-shelve materials after using them. The patrons leave their materials in a particular place (book cart, end shelf, table, etc.) to be counted and shelved by library staff.

Another way to quantify usage of materials not checked out is to create a chart similar to the one below. At designated times, a staff member notes the usage of non-circulating materials.

Time	Magazines	Newspaper	Reference	Reserve	Books
8 a.m.					
9 a.m.					
10 a.m.					
11 a.m.					
12 a.m.					
1 p.m.					
2 p.m.					
3 p.m.					
After school					

Supervision

Working in a Library Media Center offers a variety of opportunities for supervision. In addition to supervising the patrons who come into the LMC, library staff often has to supervise paid and unpaid workers.

In any organization the key to smooth operation is good communication. In a Library Media Center with more than one employee/volunteer, good communication must be combined with clear policies and procedures for library tasks, an understanding of the individual workers and volunteers—including their interests and abilities, and a clear statement of what the volunteer is being asked to do. Although each library is different, the basic steps are the same.

The Library Media Center must have its policies and procedures in place—ideally in writing—so that any Library Media Center staff member or volunteer has a clear picture of the goal for any particular job; for example, if the task is shelving books, it's important to understand that books need to be in correct Dewey Decimal order on the shelves [making sure that the individual truly understands Dewey] and that the books need to be placed on the shelves so the call number is visible.

Paid Staff

Paid staff may include clerical staff, library aides or assistants and substitutes in the library. It is vital to have a written job description for these positions. The job description clearly lists the job duties, responsibilities and expectations of these positions. In some libraries there might be a rigid delineation of who performs which tasks. Other libraries are more flexible, and the supervisor can take personalities and preferences into account when assigning job tasks, keeping in mind that each person should be able to perform most of the basic daily tasks to keep the library functioning smoothly in the event of absences or emergencies. Also, it's important to have done the job and understand it if you are going to teach and critique the employee.

It is even more important here to have clear communication. If employees are going to be evaluated on their performance, they need to know exactly what is expected by both their supervisor and the district/company. Ideally, all new employees should have a copy of the evaluation form along with the job description so they know from the beginning how they will be evaluated on the various jobs and their overall performance. This also helps supervisors because they know that employee have received a clear description of their job and how their performance will be evaluated.

Teaching and supervising the basic tasks and job skills would be the same as for a volunteer: be clear about the details of the job, teach skills as necessary and then work side-by-side, checking over the work on a regular basis once you're confident they have mastered the skill, and be open to questions, suggestions and requests. Give thanks and positive reinforcement for the job they do, and give them opportunities for creativity or more responsibility if they are interested.

Problems and concerns should be addressed immediately and in person, in order to clear up any misunderstandings. Supervisors should give constructive criticism and positive reinforcement but can be more detailed and have higher expectations of paid staff members; if they are not performing their job properly, they need to be told and have the chance to improve. All serious concerns should be put in writing and dated so there is a trail of communication and attempts to improve performance in case a paid staff person must be let go.

The district usually determines who performs the staff member's evaluation. Some districts have the Head Secretary evaluate library aides or ed. Techs, while other districts have the supervising librarian perform the evaluation. This should be done at least annually, if not semi-annually. Also, the district designates the format—some have check marks, some have room for goals, comments, and some are flexible where others are not.

Volunteers

The Library Media Specialist should determine which jobs volunteers, including regular day-to-day operations jobs, occasional projects and some long-term or creative projects, could do.

Determine, based on the library personnel, who will be supervising the individuals performing the various tasks—create a schedule so volunteers know when they're expected, but keep it flexible if necessary. It is also helpful, as noted in the Volunteer section of this handbook, to have some overall policies established around the work of volunteers in the building. Volunteers in the library need to adhere to those policies. If there are no policies or a program already in place, develop a set of policies that will work for your library, such as the ones at the YALSA bog: <http://blogs.ala.org/yalsa.php?title=teenvolunteertips&more=1&c=1&tb=1&pb=1>. Be sure to remind them about confidentiality in the school library and be mindful of your conversations when volunteers are present.

Overall, it is the supervisor's job to understand both the task they are overseeing and the abilities of the volunteer, and to make sure there is a good fit. Carefully assess each volunteer's skills and abilities to best match them with a job they can do. Frustrated volunteers will stop coming; satisfied volunteers will return and hopefully grow into more responsible tasks. Volunteers have their own motivation for offering to help. Understanding these motivations can help you keep the best volunteers. Parent volunteers may desire to be closer to their children, to meet new people, or to get out of the house. Other adults may want to contribute or stay connected to schools and libraries. Helping people to meet these needs will give your volunteers job satisfaction.

Once you have a volunteer for a task, explain the task clearly, and show the volunteer where they can find the task description in writing. Model the task (if they haven't done it before) then work alongside them for a short while to make sure they are performing it correctly. Be clear that they can, and should, ask questions about anything they're unsure of, and use constructive feedback if there are problems. A good supervisor is a good listener; a sender and receiver of clear messages. Keep in mind, however, that these are volunteers and should be treated as someone generously donating their time, rather than an employee who has specific job duties and expectations on

which they will be evaluated.

Check back at least once each time they work at a task to ensure that they are performing the task correctly, and that no questions have arisen. However, don't micromanage; trust your workers once you have determined that they are doing what is expected.

Give thanks for the job they do and positive reinforcement each time they work in the library; let them know that their job is important to the library and the school as a whole. Be open to suggestions about how to do the job differently, or other suggestions, which will make them feel integral to the smooth running of the library. Annual recognitions, coffee and snacks in the workroom, and opportunities for get-togethers (perhaps a book discussion group) send the message that they are valued and appreciated.

Websites with great tips, thoughts, etc.:

<http://elementarylibraryroutines.wikispaces.com/Library+Centers+Procedure>

Elementary school protocols and procedures

http://franklinms.bcps.org/for_students/procedures_protocols_and_policies

Middle school protocols and procedures

<http://www.columbiahs.dekalb.k12.ga.us/LibraryHandbook.aspx>

High school protocols and procedures

Supervising Student volunteers

Student library volunteers/aides contribute unique services to the school library. Without their help, many services would be unmet. With planned and organized training and supervision, the student library staff will gain knowledge and management skills that will benefit them in situations outside the library for years to come.

The responsibilities for student volunteers should reflect activities that are appropriate for their age group. Elementary school volunteers could help with stamping the books with the school name, inserting book pockets, etc. Middle school student volunteers could be responsible for shelving books and shelf reading. High school student volunteers could man the circulation desk. It is important that you match the task to the ability of the student volunteer.

Toni Pray talks about student library staff in her book titled Lessons for the Library Student Staff. She states that it is important to advise the student staff about using *discretion*. "Sensitive matters such as disciplining other students, monitoring tests, or dealing with students who have special needs should be openly discussed so that student staff members have some idea of what is expected when problems arise. They should know that they need to get help when they don't feel comfortable handling a situation."

To encourage student volunteers, some schools offer recognition in the form of certificates, prizes/gifts, community service/service learning, independent study or other course credit for the volunteer time in the LMC.

For more information:

Pray, Toni. Lessons for the Library Student Staff . 1992. 280p. Linworth Publishing, (0-938865-11-0)

This book contains advice and helpful forms for the Library Media Specialist to use when supervising student volunteers.

In addition to counting the number of classes that come into the LMC during the year, another useful statistic regards teacher collaboration. Create a chart that lists, by month, the teachers with whom you worked collaboratively and gives a brief description of the units. Information contained on this chart not only reminds you of the collaborative efforts on your part, it also can serve as a purchasing tool.

Are there teachers who rarely use the library? Use this information to advocate the program to them. Invite them to review the section of the collection that applies specifically to them. Solicit their opinions for purchases. Photocopy the table of contents page of a magazine or professional journal to which you subscribe and give it to them.

Equipment

In many schools, libraries are the repository for equipment such as overhead projectors, LCD projectors, TV with VHS or DVD players, etc. Maintaining records of what equipment exists, when it was used, by whom and for how long can affect decision making. If, for example, there is usually a waiting list for a TV/DVD cart, plans should be made to purchase another. If Mrs. Jones is the only teacher who uses the cassette recorder, Mrs. Jones when requesting a cassette recorder in the budget could use this information. Or, the cassette recorder could be housed in her room instead of the library.

Other statistical information to consider gathering:

Patrons

Students and staff will come into the library on their own or after school. They come in to read a newspaper or magazine, to sign out a book or to do some quick research. These visits are important to quantify as well.

These can be tallied by had each day on paper or using a small counter. Another option is to use a sensor that is placed at the entrance to the library. Each time the laser light beam is broken, that is recorded on an electronic counter. It will tally when the patron breaks the light beam coming into the library and leaving the library. To translate this into patron visits, divide the total count in half. These are available through electronics vendors.

Reference Questions

Some libraries choose to keep a tally of questions asked of library staff. These help to quantify the customer assistance part of the school librarian's job. The tally should not include questions such as "what time does the bell ring?" or "may I use the bathroom?", etc. It should include only library-related questions such as "where are the encyclopedias?" or "do you have any books on alligators?", etc. At the high school level, it may be useful to keep a blog of questions asked (with the answers) and teach students to search the blog or direct volunteers and part-time staff to the blog for answers to frequently asked question.

Teacher/Library Media Specialist Instructional Collaboration

As Information Power asserts, there are four primary responsibilities for the School Library Media Specialist:

- Teacher
- Information specialist
- Program administrator
- Instructional partner

Students must learn the multiple information literacy standards as defined in the AASL Standards for the 21st Century Learner (see Curriculum Resources chapter). The most effective way to master these standards is through collaborative instruction of content area units and projects by the Library Media Specialist and the classroom or special area teacher – the instructional partnership.

There are three essential components to a collaborative endeavor: team-design, team-teaching and team-assessing. In the ideal situation, the teacher and Library Media Specialist design the unit or project together. They instruct the students together. They assess the students' achievement together. Finally, they reflect and revise the instructional project for future use.

In most schools, the role of the Library Media Specialist ranges from no involvement to the full partnership with teachers as outlined in David Loertscher's *Taxonomy for the Library Media Program* (Curriculum Resources), depending on the teacher, leadership, Library Media Specialist and other factors. In order to have a positive effect on student learning and achievement, however, it is imperative that the Library Media Specialist aim to engage in as many instructional partnerships with as many teachers as possible over the course of the academic year.

If you are just beginning the move to collaborative practice, or are moving from cooperation to coordination, the following methods can be used to move forward on the collaboration continuum from **no involvement** to **instructional partner**:

- Involve teachers in collection development.
- Invite classes to library.
- Offer to visit classrooms.
- Support teachers when they develop new courses.
- Use every opportunity to promote library items and/or educational websites to teachers
- Maintain a library web page with links to commonly used websites
- Offer to include links for teacher use on the library website
- Email teachers with tips and hints for resources where applicable
- Become involved in committees with other teachers
- Offer to assist teachers with research units you know are coming up – ask how you can help

- Photocopy the table of contents of new issues of periodicals you know may be of interest to certain teachers and place them in their mailboxes with a note from the library.
- Keep a candy jar on your desk and let teachers know they can stop by for a snack and to talk. Bribery sometimes is a great tool! You may have to direct or begin the conversation.
- Browse the recycle bin at the printer or photocopier to find out which projects could use your expertise and assistance.
- Join professional learning communities, department meetings, etc. to find out what is planned in your school and how you can help.
- Keep a notebook of handouts used by teachers that involve students using the library media services. This is helpful for collection development as well as a reminder for the timing next school year to work together with the teacher(s) to plan the unit.
- Promote *Maine Marvel* databases and web evaluation.
- Recruit teachers to join you for conferences.
- Don't give up on teachers who do not make good use of library resource. Try again next year.

Remember, your long-term goal is full collaboration: team-designed, team-taught and team-assessed projects or units of study.

Recommended Reading:

American Association of School Librarians and Association for Educational Communication. Information Power: Building Partnerships for Learning. Chicago: American Library Association, 1998.

Buzzeo, Toni. *Collaborating to Meet Literacy Standards: Teacher/Librarian Partnerships K-2*. Worthington, Ohio: Linworth, 2006.

Buzzeo, Toni. *Collaborating to Meet Standards: Teacher/Librarian Partnerships K-6*. Second Edition. Worthington, Ohio: Linworth, 2007.

Buzzeo, Toni. *Collaborating to Meet Standards: Teacher/Librarian Partnerships 7-12*. Worthington, Ohio: Linworth, 2002.

Buzzeo, Toni. *The Collaboration Handbook*. Columbus, Ohio: Linworth, 2008.

Buzzeo, Toni. "Disciples of Collaboration." *School Library Journal* 48.9 (Sept. 2002): 34-35. 1February 2007 <<http://www.schoollibraryjournal.com/article/CA240062.html>>.

Buzzeo, Toni. "Literacy and the Changing Role of the Elementary Library Media Specialist." *Library Media Connection* 25:7 (April/May 2007): 18-19.

Buzzeo, Toni. "Make the Move from Collaboration to Data-Driven Collaboration." *Library*



Media Connection 27:3 (November/December 2008): 28-31.

Buzzeo, Toni. "Standards-Based Education: Library Media Specialists and Teachers Meet the Challenge Collaboratively." *Library Media Connection* 22.7 (April/May 2004): 14-16.

Buzzeo, Toni. "Using Communication to Solve Roadblocks to Collaboration." *Teacher Librarian* 31.5 (June 2004): 28.

Doll, Carol A. *Collaboration and the School Library Media Specialist*. Lanham, MD : Scarecrow Press, 2005.