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Library Media/ITV

Procedures Manual for School Library Media Centers



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Library Media/ITV

Acquisition of Instructional Materials and Audiovisual Equipment

After the selection process is completed, it is time to prepare the purchase order or requisition for acquisition of the materials or audiovisual equipment. Since school districts vary in their procedures, it is wise to check with the district financial officer, immediate supervisor, or purchasing office to find out exactly which format and procedures they prefer. The library media specialist should also find out which account numbers will be assigned to the library media center.



Requisition Procedures

Forms vary with the school district but usually are in duplicate and include approximately the same information.

1. Complete the requisition form and attach any preview forms used for selection it is also a good idea to include the rationale for purchasing the materials if space at the bottom of the requisition is available. Include your name on the shipping address. Submit the requisition to the principal for approval. Make a copy of the requisition before approval if it is not returned to you for submitting to the purchase agent in your district.
2. Price quotes (bids) are available from many jobbers upon request.
3. Some items such as equipment, books, replacement bulbs, and furniture are available on a state contract basis at less than list price. Contact your district financial manager or the State Board of Public Affairs Contract Section for information at (405) 521-3835.
4. It is wise to over-order on books by approximately one-third of the budget. Include on the purchase order a "Do Not Exceed \$(budgeted amount)."
5. Copy and send the approved requisition to the purchasing agent for ordering if returned to you from the principal's office.
6. Once an order is placed, a duplicate copy of the purchase order is usually returned to the librarian. Copy or request a copy of the purchase order from the principal's office or the district purchasing agent if it is not returned to you.
7. Place the purchase order on top of the requisition (and any other paperwork that accompanies the order).
8. Enter the information Date ordered, purchase order (P.O.) number, vendor, estimated cost, account number on your budget spreadsheet.
9. Place the purchase order and accompanying paperwork in a file labeled Outstanding P.O.s. 20____ to 20 _ or in a loose leaf notebook with appropriate tab.

Shipment Arrivals

Following basic procedures eliminates confusion and allows for prompt follow-up correspondence.

1. When a shipment arrives, correlate the purchase order number on the packing slip with the purchase order number in your file or notebook. Make a working copy of the purchase order and mark it "duplicate."
2. Check each item off the working copy of the purchase order and the packing slip as it is unpacked.
3. Record any backorder dates, errors in shipment, the date of receipt and your initials on the working copy of the purchase order and the packing slip.
4. Notify the vendor immediately if there are any errors in the shipment.
5. Copy the packing slip and invoice if included and attach to the working purchase order.
6. If the order is complete, return the original packing slip and invoice to the purchasing agent in your district for payment.
7. If an invoice is not included, request a copy from the purchasing agent for your records.
8. Use the working copy of the purchase order, the packing slip and invoice to process the materials.
9. When the order is complete and processed, pull the initial purchase order and requisition from the file or notebook, attach the working purchase order, packing slip, and invoice to it and file it under Completed P.O.s. 20____ to 20 .
10. Update the budget record or spreadsheet.
11. Working purchase orders may be filed with initial purchase orders in the Outstanding file if you are awaiting further shipment.

Processing of Books

It is highly recommended that all books and other materials be ordered shelf ready, i.e., preprocessed.

Receiving Process

1. Unpack boxes and check packing slip against the books received and against your order. If any discrepancies are found, call the vendor.
2. Verify receipt of books by dating and initialing the purchase order. (Example: Complete, 04/01/00, pae)
3. Examine each book for defects such as upside down pages, missing pages, etc. If defective, notify the vendor.
4. Collate each book by opening the front cover and then the back. Follow through by lightly creasing down the front flyleaf and then the back flyleaf. Work alternately from the front and back toward the center of the book, pressing down a few pages at a time. This should help extend the circulation life of the book.
5. If uncut pages are found, separate them by inserting a card which has enough weight and a sharp edge capable of splitting the edges neatly apart.
6. As you check-in the books, you may wish to gutter each one. Guttering may include: date received or fiscal year received, funding source, purchase order number, vendor, and price. Guttering is usually written horizontally across from the back of the title page (verso) along the inside margin next to the spine of the book. Guttering is very important for materials purchased with federal or other special funds.

Clerical Process

1. With the library media center property stamp, stamp each book on:
 - A. the inside front and back flyleaves;
 - B. the title page;
 - C. the card pocket, if applicable;
 - D. one designated page of each book (ex: p. 17 in every book); and
 - E. each outside edge of the pages. (Be sure not to destroy any illustrations, maps, etc. that may be located in these places.)
2. If a security system is utilized, place the appropriate tab or strip in the required area of the book.
3. If not already attached, place the bar code label on the designated area of the book.
4. Laminate or cover the book jacket with plastic.

Classifying/Cataloging Process

[Library Media/ITV Home](#)[Certification](#)[Encyclo-Media](#)[Gushers & Dusters Book Review](#)[Instructional Television](#)[PASS](#) (pdf)[Procedures Manual](#)[Resources & Links](#)[Sequoyah](#)[Standard VII](#) (pdf)[Vision: Library Media Newsletter](#)[Workshops](#)

Downloading MARC Records

1. Utilizing the vendors' MARC record disks, Alliance Plus, FastTrac, or other MARC records software, download each record. Make sure the recommended call number fits your collection.
2. Go back to each record and enter the copy information for each book. (Bar code number, price, vendor code, funding source, categories, etc.).
3. If volunteers or clerical help are available, instruct them on how to enter the above information into your automated system.
4. If needed, print out or type a call number label and attach it to the spine of each book. If the book spine is too narrow to attach the label, place the label on the lower left front of the book.
5. If a pocket is desired for date due slips, print out a label or type the pocket and attach it to the inside front or back flyleaf.
6. Print out an annotated bibliography for your faculty.

Original Cataloging

1. Check first to see if the book is listed in Children's Catalog, Elementary School Library Collection, Junior High School Library Collection, or Senior High Library Collection. You may wish to use the classification numbers recommended, but they should be compatible with your collection. Before doing original cataloging, check Oklahoma Library Technology Network (OLTN) and WorldCat for MARC Records.
2. Check the following before determining how you will classify the book:
 - A. Read the introduction and foreword.
 - B. Examine the table of contents.
 - C. Skim the body of the book.
3. Use the latest edition of Abridged Dewey Decimal Classification to make the final decision for the classification number. Again, make sure the number fits your collection. Also, add the first three letters of the author's last name to complete the call number.
4. Select appropriate subject heading from the latest edition of Sears List of Subject Headings. Sears has suggested call numbers for the subjects listed.
5. Add other tracings as needed, i.e., joint author(s), illustrator, different title, analytics, etc.
6. Since the purpose of classification is to group books of a similar subject together, borderline books should be classified according to the subject with which they are most useful.
7. Special classifications which may be used are:
 - A. SC for short story collections
 - B. 921 (or B) for individual biographies
 - C. 920 for collective biographies
 - D. F (FIC) for fiction
 - E. E for picture books (E = Everybody Books)
 - F. R (REF) for reference books
 - G. P (PRO) for professional books
 - H. NP for nonprint material
8. If volunteers or clerical help are available, write all cataloging information on a work slip and place it in the front of each book. Instruct your assistants how to enter this cataloging information.
9. If a spine label is needed, print or type the label and attach it to the spine of each book one inch from the bottom. If the book spine is too narrow to attach the label, place the label on the lower left front of the book one inch from the bottom.
10. If a pocket is needed (for date due slips, etc.) print out a label or type a pocket and attach it inside the front or back cover.
11. Print out an annotated bibliography for your faculty.

Processing of Nonprint Materials

It is highly recommended that all materials be ordered shelf ready, i.e., preprocessed.

Receiving Process

1. Unpack boxes and check packing slip against the materials received and against your order. If any discrepancies are found, notify the vendor.
2. Verify receipt of materials by dating and initialing the purchase order. (Example: Complete, 04/01/00, pae)
3. Examine materials for defects. Before processing, make sure all materials function properly.
4. As you check in the materials, you may wish to gutter each teacher's guide. Guttering may include: date received or fiscal year received, funding source, vendor, purchase order number, and price. Guttering is usually written horizontally on the page across from the back of the title page (verso), along the inside margin next to the spine of the book. Guttering is very important for materials purchased with federal or other special funds.

Clerical Process

1. Each piece of a set must be marked with the library media center's property stamp or label.
2. If a security system is utilized, place the appropriate tab or strip in the required area of the material.
3. If not already attached, place the bar code label on the designated area of the material.
4. Near the bar code, place a label which lists all pieces that make up the contents.
5. The treatment of audiovisual materials varies with each library. You will need to determine how your library will treat audiovisual in the following areas.
 - A. Will symbols be added to the top of the call number to indicate the type of materials in the set?
 - B. Will nonprint materials be shelved with books or in a special section of its own?
 - C. Will nonprint materials be checked out only by teachers or will students also be able to check them out?

Classifying/Cataloging Process

Downloading MARC Records

1. Utilizing the vendors' MARC record disks, Alliance Plus, FastTrac, or other MARC records software, download each record. Make sure the recommended call number fits your collection.
2. Go back to each record and enter the copy information for each set. (Barcode number, price, vendor code, funding source, categories, etc.)
3. If volunteers or clerical help are available, instruct them on how to enter the above information into your automated system.
4. If needed, print out or type a call number label and attach it to the set and/or to various pieces in the set.
5. If a pocket is desired for date due slips, print out a label or type the pocket and attach it to the set.
6. Print out an annotated bibliography for your faculty.

Original Cataloging

1. Before doing original cataloging, check Oklahoma Library Technology Network (OLTN) or WorldCat for MARC records.

2. Do the following before determining how you will classify the book:
 - A. Read the teacher's guide.
 - B. If there is no teacher's guide, listen/view the material.
3. Use the latest edition of Abridged Dewey Decimal Classification to make the final decision for the classification number. Again, make sure the number fits your collection. Also, add the first three letters of the author's last name or of the title to complete the call number.
4. Select appropriate subject headings from the latest edition of Sears List of Subject Headings. Sears has suggested call numbers for the subjects listed.
5. Add other tracings as needed, i.e. joint author(s), illustrator, different title, analytics, etc.
6. Since the purpose of classification is to group materials of a similar subject together, borderline materials should be classified according to the subject with which they are most useful.
7. The following terms are used in the AACR2 General Material Designations Lists to indicate format:
 - Globe Map Art Original
 - Chart Filmstrip Flash Card
 - Picture Slide Technical Drawing
 - Transparency Microfilm Motion Picture
 - Kit Diorama Game
 - Microscope Slide Model Computer Software
 - Realia Laser Disc Videocassette
 - Audio Cassette
8. If needed, print or type a call number label, attach it to the front and side of the material's housing. You may also want to place a call number label on the various pieces of nonprint sets.
9. If a pocket is needed (for date due slips, etc.), print out a label or type a pocket and attach it to the material's housing.
10. Print out an annotated bibliography for your faculty.

Processing of Equipment

Receiving Process

1. If equipment needs to be installed or setup by vendor, notify vendor or purchasing agent of receipt before unpacking.
2. If packaging is damaged, note on packing slip or when signing for receipt.
3. Otherwise, unpack equipment and check packing slip against the item received and your order. Make sure you received the exact model or type you ordered. If any discrepancies are found, call the vendor.
4. Verify receipt of equipment by dating and initialing the purchase order. (Example: Complete, 04/01/00, pae)
5. Test the equipment immediately to ensure that it works properly. If it is defective, notify the vendor.
6. If the equipment is operable, fill out the warranty card, make a copy of it for your records, and mail the original.

Clerical Processing

1. Mark, engrave, or place the library media center property stamp or labels on the equipment.
2. For replacement purposes, with a permanent marker, write the lamp number on the equipment.
3. Print or type a label naming all components of the equipment (Example: Tape recorder and microphone). Attach this label to the equipment.
4. Bar code the equipment.
5. Enter all pertinent information into a database or make an equipment record card.
6. Make an equipment repair card on which teachers can record problems. Attach this card to the equipment.
7. Maintain an accessible file of warranty cards and manuals.

Circulation Preparation

1. Arrange for equipment to be circulated easily and safely. State law dictates children cannot carry or push equipment throughout the school.
2. Strap large pieces of equipment to the carts.
3. Make sure cables, cords, etc., are arranged so they do not interfere with transporting.

Maintenance

1. Use the equipment record card or database to keep a record of each complaint about and service to the equipment.
2. Check for yourself to see if you can duplicate the reported problem.
3. Before repairs are made, determine whether the cost of repair is worthwhile in terms of new equipment costs.
4. When necessary, send equipment for repair. (Remember to check and see if the equipment is still under warranty.)
5. When the equipment is returned, check to see that the problem has been corrected.
6. On the equipment record card or in a database, maintain repair records for each piece of equipment.
7. Clean equipment yearly or more often, if necessary. Follow cleaning directions recommended in the equipment manual.

Establishing a Vertical File

A vertical file can contain pictures, maps, newspaper clippings, magazine articles, and pamphlets on many different subjects. These materials are placed in folders and arranged alphabetically according to subject. They provide a source of information for students and teachers that supplements books and audiovisual materials. Often the vertical file contains up-to-date information that cannot be found elsewhere. However, inordinate amounts of time should not be spent on this task.

Setting Up

1. Secure file folders of good quality.
2. Check newspapers, magazines, and other materials for articles to be clipped.
3. Clip the article.
4. Be sure the source and date are included on each piece of information.
5. Mount the clippings which are of permanent value. When an article is continued on another page, mount both parts on one sheet.
6. To preserve the articles, laminate the clippings.
7. Clippings may also be kept in small envelopes.

Organizing the Vertical File

1. Assign subject headings to the materials. A magazine index or Sears List of Subject Headings will provide these. It is advisable to coordinate these subject headings with the ones you have used for other materials in the library media center.
2. Write the subject heading on each piece of material to go into the folder.
3. Mark each folder with the subject headings. Headings printed with black markers are identified more easily than those which are typewritten or printed.
4. Keep an index of subject headings which are used so that information on the same subject will not be placed under several different subject headings. This can be easily done in a word processing program.
5. By adapting the book/monograph format in your cataloging module, vertical file information can be included in your automated system. For a call number, simply use VF and the subject.

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Appendix A

Technology in School Libraries

See: Handbook For Alaska K-12 School Libraries, Alaska State Library, p. 1-2.

Appendix C

Teacher/Library Media Specialist Planning

Step 1: Planning Meeting

This is very informal and often referred to as the hallway encounter. Its purpose is to identify the curriculum area and topic for planning. Several reasons spark this encounter.

- The teacher initiates the encounter. ("We will be starting a space unit." "We are studying biographies and I want the students to read one.")
- The library buys a new resource. ("We have a great program on plants that would be interesting to use. Would you be interested in trying it? Let us plan a time to look at it and develop something.")
- The display of a recently completed project interests another teacher. ("I really like what Ms. Jones has done with the dinosaur unit. I would like to try it." "Ms. Lyons found this project really worked with her students. It is a culmination of your map study unit. Would you be interested in looking at it?")
- The librarian goes to a teacher who has not used the library and asks "leading questions." ("I've missed seeing your students this quarter." "What units are you teaching that the library might support?" "What is a topic you will be covering in the next quarter that might lend itself to connection with the library?")
- The librarian preplans/creates units at the beginning of the school year that are appropriate for "big events" of the year or special topics and shares them with selected teachers, i.e., Columbus Day, Christmas around the world, elections, creative writing ideas.

Step 2: Brainstorming/Preliminary Preparation

This step is done individually by the teacher and the library media specialist and brought to the formal planning meeting.

Teacher

- Identifies unit outcomes (What are the objectives for the unit?)
- Identifies reading abilities (What are the reading abilities of the students? Are they all on grade level? some below? how many? some way above? how many?)
- Thinks of product examples (What will the finished product be?)
- Brainstorms evaluation criteria (If the report is written, what criteria will be evaluated? For example, readability: spelling, punctuation, sentences, clarity of thought. Research: thorough, restated in own words. Presentation: understood what presented, voice and eye contact. Deadlines, sources, and the quality of the product are additional areas for evaluation.)
- * Develops a tentative scope and sequence (What will be done in the classroom? When will the library project begin? What will be the beginning activities, the developing activities, and the culminating activities?)

Library Media Specialist

- Identifies unit outcomes (Check the Priority Academic Student Skills (PASS) outcomes for these.)
- Prepares a bibliography of available resources (considering age level/ ability, number of copies, audiovisual materials, materials that need to be borrowed)
- Identifies research skills goals (What information skills will be addressed? Key words, use of call numbers, reading a card catalog card, searching the computer?)
- Thinks of product examples (class book, newspaper, reports, poems)
- Brainstorms evaluation criteria (If the report is written, what criteria will be evaluated? For example, readability: spelling, punctuation, sentences, and clarity of thought. Research: thorough, restated in own words. Presentation: understood what presented, voice and eye contact. Dead- lines, sources, and the quality of the product are additional areas for evaluation.)

Step #3: Formal Planning Meeting

This is a planned meeting time (during the teacher's planning time, before school, over lunch, after school). Use the Planning Form to develop the unit. The purpose of this step is to define the project and create a timeline for implementation and completion.

Step #4: Introduction and Execution of the Project

The teacher and the library media specialist work together in the library to introduce the project.

Step #5: Evaluation of the Project

This is an ongoing process during the unit and a formal step at the end of the unit. Its purpose is to identify the strengths and weaknesses of the project and make recommendations for the next year. It is important to take the time to do this step when the project is fresh in your mind. Areas for evaluation include: the adequacy of the resources (Did we have enough usable resources for all the students in the class? Does more of the project need to be done in small groups so we do not overload the resources? Do we need to buy more? Or borrow more?), difficulties the students encountered (Was the product too hard? Do they need more practice in some steps before they begin the final product? Do they need to work in cooperative pairs, small groups?), and the timeline for implementation (Did we allow enough time?).

Teacher/Library Media Specialist Planning Form

Teacher's Name:

Curriculum Area:

Specific Topics (from the Teacher):

District Objectives:

[Certification](#)[Encyclo-Media](#)[Gushers & Dusters Book Review](#)[Instructional Television](#)[Priority Academic Student Skills \(PASS\)](#)[Procedures Manual](#)[Resources & Links](#)[Standard VII](#) (pdf)[Vision: Library Media Newsletter](#)[Workshops](#)[Home](#)[Digital Prairie \(Statewide Databases\)](#)[Sequoyah Book Awards](#)

PASS Objectives:

Ability Level/Range:

Subject Skills (from the Teacher): (What should students know at the end of the unit?)

Information Problem-Solving Skills:

Information Literacy Skills:

Resources:

Product:

Evaluation Tool:

Evaluation Criteria:

Starting Date and Duration of the Project:

Other Information:

Connections

Curriculum Connections: What projects/units do you wish to repeat or add to next year's schedule?

First Quarter	Second Quarter
Third Quarter	Fourth Quarter

Planning Time: When would be a good time to plan for next year?

Appendix D

Integrating Multiple Resources in Teaching

Theme:

Unit:

Topic:

Curriculum Objective(s):

Resources:

Preparation:

Use of Multiple Resources in Teaching

Theme:

Unit:

Topic:

Curriculum Objective(s):

Resources: (From the classroom, form the library media center, from outside the school walls)

Lesson Plan Development:

Integrating Multiple Resources in Teaching

Theme: Relationships

Unit: United States History

Topic: Immigration

Curriculum Objective(s):

- Identify people who made major contributions to the development of the United States.
- Locate and analyze the geographic areas in the United States populated by various ethnic groups.

Resources:

Video: The Immigrant Experience: The Long, Long Journey (Learning Company of America, 1972)
 Video: The 1880s (Rainbow, 1983)
 Videodisc: GTV: A Geographic Perspective on American History (National Geographic Society, 1990)
 Study Print: Children of Europe (SVE)
 Study Print: Children of South America (SVE)
 Study Print: Children of Africa (SVE)
 Study Print: Children of Asia (SVE)
 Interview with an Ancestor: Family memories
 Resources for research: CD-Rom, Internet, encyclopedias, books, magazines, newspapers

Preparation:

1. Have students browse family scrapbooks to select portraits of ancestors. Have them interview family members to record information about family origins (country, where they first settled in the United States, etc.).
2. Show the video, The 1880s, to provide a historical perspective of this time. What were the events of the late nineteenth century? How were things changing?

Engage:

Show pictures of people from many different cultures and introduce the concept of immigration. Show "Making a Mark" from GTV: A Geographic Perspective on American History.

How do the pictures and the videodisc help define and describe the concept of immigration? What is your understanding of this concept after seeing these pictures or the videodisc segment? You often see this description of America: United States: Land of Immigrants. What does it mean? What does it tell us about the peoples of the United States?

Elaborate:

Use the video, The Immigrant Experience: The Long, Long Journey, to teach more about immigration and the places where people settled. What were their contributions? Return to GTV, search on immigration and people and show a series of pictures illustrating the contributions of immigrants to the making of the new nation.

Explore:

Have students work in small groups to research people who immigrated to America. Create a wall display showing these immigrants and drawings of their contributions.

Connect:

Simulate Ellis Island. Recreate the various steps/stations for entering the United States and assign roles to the students and invited adult guests.

Appendix E

Budget Account Record

Library:

Year:

Type of Materials (circle one) Books Audiovisual Materials Periodicals Equipment Supplies Other:

Funds (circle one) Grant Funds Local Funds Other Funds: (identify or specify)

PO#	Date Ordered	Material Ordered	Vendor Source	Estimated Cost	Date Received	Actual Cost	Date Paid	Running Balance
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Appendix F

Spatial Planning

Recommended Facility Guidelines			Activities
Areas Needed	Space Needed	Description	
Circulation	Spacing: 250-500 Square Feet to 500 Students, 600-800 Square Feet for Over 500 Students	Near Entrance/Exit; Should Include Space for Library Circulation/Catalog System, Reserve Materials, Storage for Frequently Used Equipment; Magazine and Nonprint Storage Should be Accessible	Circulation of Materials and Distribution of Equipment
		For Reading, Browsing, Listening, Viewing, Reference, Individual Study, Use of Computers and Storytelling in Elementary Schools	

Main Area(s)	Spacing: Allow 40 Square Feet x 15% of Enrollment	At Least 25% of the Area Should be Available for Flexible Seating Arrangements	Individual Study, Reading, Browsing, Viewing, Listening, and Research	
		At Least One Area Should be Provided Which Would Accommodate a Full Class. The Size of the Library and the Student Population Should Determine Additional Class Size Instructional Areas Provided. Seating for Class Areas Should be Separated by Shelving, Providing Distinct Instructional Areas and Controlling Noise. The Reference Area Should Include Shelving and Computer Workstations for On-Line Access to the Internet and Other Electronic Databases. Storage Arrangements Should be Located Nearby to Provide Related Items Such as Puppets, Props, etc. Necessary for Programs. Storytelling Area Used Only in Elementary Schools Should be Located Away From Circulation and Browsing Area and Should Include Appropriate Seating. Individual Study, Reading, Browsing, Viewing, Listening, and Research		
		Small Group Study, Reading, Viewing, Listening, and Research Class Instruction Meetings: Departmental, Faculty, School Board, and Community Receptions		Small Group Study, Reading, Viewing, Listening, and Research Class Instruction Meetings: Departmental, Faculty, School Board, and Community Receptions
		Special Exhibits (Student Art, Science, etc.) Use of Computers and Other Technologies		Special Exhibits (Student Art, Science, etc.) Use of Computers and Other Technologies
Equipment Storage and Distribution	Spacing: 400-600 Square Feet to 500 Students, 500-800 Square Feet Over 500 Students	Specialized Shelving is Needed for Housing Various-Sized Items, all Shelving Should be Sturdy and Adjustable With Supports Every 3 Feet; Some Storage Should be 24 Inches Deep.	Storage of Equipment	
		Space Should be Provided to Accommodate Equipment Carts. Twice the Amount of Space Currently Needed Should be Provided to Allow for Future Growth. A Secure Room with Access to the Corridor is Needed For the Storage and Maintenance of Equipment.		
Magazine/News-Paper Storage	Spacing: 250-400 Square Feet to 500 Students, 400-600 Square Feet for Over 500 Students	Should be Housed According to the Format; Open Shelves Should be Accessible to the Central Room.	Storage of Materials, Magazines, Newspapers, and Bulletin Board Supplies	
		If Applicable, Specialized Equipment for Reading and Copying Microforms Should be Available. Computer and Print Indexes Should be Near the Storage Area. Copy Equipment Should be Near.		
Small Group Area-Conference, Viewing, and Listening	Spacing: 150 Square Feet for Each of 2-4 Areas	Should be Equipped for Multipurpose Use- Consider Light Control, Acoustical Treatment, Online Search Capability, Outlets for Electrical and Television Equipment, Movable Walls, Permanent Screen, and Seating. Located in Quiet Area and an Area Easily Supervised With Glass Fronts for Visual Supervision From the Media Center or Office Areas.	Small Group Study, Reading, Viewing, Listening, and Research	
			Preview of Materials by Media Staff, Teachers and Students Teacher/Library Media Specialist Conference/Collaborative Planning Teachers' Professional Reading Teacher/Student(s) Conferences Special Exhibits (Student Art, Science, etc.)	
Office(s)	Spacing: 200-300 Square Feet for Each Office	Media Staff Office(s) Contain Telephone, Desks, Storage for Professional Tools, Coat Closet and Other Appropriate Storage. Glass Enclosure Allows Visual Control; Glass Should Begin 42" or Less From the Floor. Plan for a Clearly Defined Office Area if a Separate Room is Not Possible. This Area Should be Centrally Located for Easy Access to Circulation.	Library Media Administrative and Clerical Tasks Use of Computers and Other Technologies Teacher/Library Media Specialist Conference/Collaborative Planning	
Technical Processing/Workroom	Spacing: 200-400 Square Feet to 500 Students, 300-500 Square Feet for Over 500 Students	A Computer Should be Available in This Area for Processing of Materials.	Production of Materials by Media Staff, Teachers, and Students	
		A Dedicated Telephone Line with Network Capability is Also Desirable.		
		Counters, Sinks, and Cabinets for Supplies Should be Provided. This Area Should be Adjacent to the Office and Provide Preparation Space for Media Center Materials.	Preview of Materials by Media Staff, Teachers, and Students Teachers' Professional Reading Library Media Administrative and Clerical Tasks Use of Computers and Other Technologies	
		Emphasize Informal Atmosphere		

Professional/Staff Area	Spacing: 500-600 Square Feet to 500 Students, 600-800 Square Feet for Over 500 Students	Space Should be Provided for Study and Use of Professional Materials.	Production of Materials by Media Staff, Teachers, and Students
		Provide an Area for Listening and Viewing. Provide an Area for Selection and Evaluation of New Materials and Equipment. Provide a Computer and Printer. Setting Should be Compatible for Small Group Planning and/or Conference Meetings and Near a Quiet Part of the Main Library.	Preview of Materials by Media Staff, Teachers, and Students Use of Computers and Other Technologies
Production Area	Spacing: 500-700 Square Feet to 500 Students, 700-900 Square Feet for Over 500 Students	Running Water, Electrical Outlets, and Oversized Counter Space are Needed. Location Adjacent to Equipment and Materials Used in Production is Desirable. Visibility for Assistance and Supervision is Needed.	Individual Study, Reading, Browsing, Viewing, Listening, and Research
		Provide Equipment Necessary to Distribute Audio and Video Programs, Editing Equipment Room, Television, and Audio. Housing for Equipment Dedicated to Production and Library Use Should be Provided e.g. a Television, Video Recorder, Audio Recorder and Duplicating Equipment for Audio and Video Items. Oversized and Specialized Storage Areas May be Needed. Soundproofing is Useful. A Darkroom May be Provided in This Area or Elsewhere in the Building. Production May Include: Computer Graphics, Photography, Video and Audio Recording, Laminating, and Video Taping.	Small Group Study, Reading, Viewing, Listening, and Research Production of Materials by Media Staff, Teachers, and Students Use of Computers and Other Technologies
Library Classroom	Spacing: 700-900 Square Feet to 500 Students, 900-1200 Square Feet for Over 500 Students	This Room Off the Main Library Area Should Allow for Good Visual Control From the Main Library Area and Workroom.	Class Instruction
		Space Should be Flexible and at Least Classroom Size, and Equipped for Instruction and Presentations Using All Forms of Media. Telephones for Conferences and Computer	Use of Computers and Other Technologies
Restrooms		Library Media Centers with Outside Entrances Should Have a Restroom Available for Evening or Summer Programs. All Library Media Centers Should Have Restrooms Which are Easily Accessed.	

Appendix G

Book Shelving Capacity

(Approximate)

Standard Books: 30 Per 3 Foot Shelf, 10 Inches or 12 Inches in Depth

Number of 3 Foot Sections	Single-Face				Double-Face			Linear Feet of Shelving
	High 7 Shelves	Medium 5 Shelves	Counter 3 Shelves	High 7 Shelves	Medium 5 Shelves	Counter 3 Shelves		
1	210	150	90	420	300	180	3	
5	1,080	750	450	2,100	1,500	900	15	
10	2,100	1,500	900	4,200	3,000	1,800	30	
15	3,150	2,250	1,350	6,300	4,500	2,700	45	
20	4,200	3,000	1,800	8,400	6,000	3,600	60	

Reference Books: 18 Per Shelf, 12 Inches in Depth

Number of 3 Foot Sections	Single-Face				Double-Face			Linear Feet of Shelving
	High 7 Shelves	Medium 5 Shelves	Counter 3 Shelves	High 7 Shelves	Medium 5 Shelves	Counter 3 Shelves		
1	126	90	54	252	180	108	3	
5	630	450	270	1,260	900	540	15	
10	1,260	900	540	2,520	1,800	1,080	30	
15	1,890	1,350	810	3,780	2,700	1,620	45	
20	2,520	1,800	1,080	5,040	3,600	2,160	60	

Picture Books: 40 Per 3 Foot Shelf, 12 Inches in Depth

Number of 3 Foot Sections	Single-Face				Double-Face			Linear Feet of Shelving
	High 7 Shelves	Medium 5 Shelves	Counter 3 Shelves	High 7 Shelves	Medium 5 Shelves	Counter 3 Shelves		
1	280	200	120	560	400	240	3	
5	1,400	1,000	600	2,800	2,000	1,200	15	

10	2,800	2,000	1,200	5,600	4,000	2,400	30
15	4,200	3,000	1,800	8,400	6,000	3,600	45
20	5,600	4,000	2,400	11,200	8,000	4,800	60

* Dividers should be spaced 8-10" apart on each shelf.

Appendix H

Automation Vendor Comparison Worksheet

Product	Vendor #1	Vendor #2	Vendor #3	Notes
Bibliographic Record Creation				
Records Support USMARC Format				
Adheres to AACR2, Level II Rules				
Sears Subject Heading				
Library of Congress Subject Heading for Children				
Authority Control				
System Components				
Database Creation and Maintenance				
Circulation				
Public Access Catalog				
Serials Management				
Inventory Component				
Acquisitions				
Backup Component				
Reports:				
Overdues				
Transactions				
Bibliographies				
Circulation Statistics				
Record Statistics				
Utilities for Maintenance and Diagnostics				
Toggle Between Modules				
Print Spine Labels				
Keyword and Boolean Search				
Build Keywords on the Fly				
Make Global Changes				
Add Internet Links				
Standard Barcode Configurations				
Multilingual Capability				
Automation Vendor				
In Compliance with Standards				
Free E-Mail, Online and Telephone Support				
Web Page for Frequently Asked Questions				
Training				
Information on Equipment and Networking				
Software Updates				
Reputable and Stable				
Continued Product Development				
Manuals Preprinted				

Appendix I

Preview Evaluation

Teacher:

Please Return to the Library by:

Title:

Circle Type of Material: Sound filmstrip sound/slide kit record tape specify other:

Cost: Grade Level: Copyright Date: Producer

	Excellent	Good	Fair	Poor
Provides Useful Information and/or Activities				
Format is Appropriate for the Grade Level Indicated				
Content is Accurate and Well-Organized				
Information in the Material is Not Biased or Misleading				
Technical Quality is Satisfactory				
Opportunities Provide for the Use of Rational Powers (See Below)				

Rational Powers: Recalling, Classifying, Inferring, Deducing, Observing, Imagining, Generalization, Defining, Interpreting, Analyzing, Comparing, Predicting, Synthesizing, Evaluating, Contrasting, Hypothesizing

Is the material worth the purchase price?

If you would recommend purchase of only part of a set (for example: one filmstrip) please indicate:

Are teacher's guides well-done and useful?

Do you recommend this item for purchase?

If so, please indicate priority: 1st 2nd 3rd

How would you use this material if it is purchased?

Which unit(s) of study in your course would this material support?

Evaluation:

School and grade assignment:

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Automation

When considering automating a library, begin with a planning committee. In a large district, members should include library media specialists from each building level and the director of the library media specialists. In a small district, it could include the library media specialist, a local public librarian, or a local person knowledgeable in technologies. The library media specialist can also contact the Library Media Section of the State Department of Education for advice. As this committee considers automation systems, plan visits to other districts similar in size that use the automation system(s) in consideration. Ask the automation vendor for school references.

Develop a long range process and a budget plan. Create a realistic timeline. The budget plan should include software, hardware, staff considerations, networking, maintenance and support, and site preparation (physical plant). Site preparation might include furniture needed for new automation equipment and search stations and collection preparation. Collection preparation might include weeding, retrospective conversion, and a plan for barcoding all materials.

Questions to ask automation vendors and their references:
(Appendix H, Automation Vendor Comparison Worksheet)

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Bibliographic Record Creation

- Do your records support USMARC format?
- When a retrospective conversion is performed, will the records be in USMARC format?
- Do you adhere to AACR2, Level 11 rules?
- Do you use Sears Subject Headings or Library of Congress Subject headings for Children's Literature?
- Do you use Authority Control?
- Do all records include ISBN, LCCN, or ISSN if available?
- Is the standard for holdings, authority records, and community information USMARC?

The System

- Does the system contain the functions of database creation and maintenance?
- Does the system have a circulation module?
- Does the system have a public access catalog module?
- Is the system a multi-purpose integrated, online system which includes circulation, public access catalog, cataloging, a serials and acquisitions system?
- Does the system have MARC templates for different material types?
- Does the system provide an adequate backup provision for all files, both data files and system files?
- Does the system have utilities for maintenance and diagnostics?
- Does the system provide a method of inventorying all materials in the collection?
- Can the system generate reports including:
 - Overdues?
 - Transactions lists?
 - Inventory reports?
 - Bibliographies?
 - Circulation statistics?
 - Records statistics, like titles without copies, titles without ISBN?
- Do these reports have fields that allow you to change the defaults?
- Can the library media specialist toggle between modules easily?
- Does the system allow patrons to keyword and Boolean search?
- Is there multilingual capability?
- Does the system build keywords on the fly?
- Is the initial setup easy and can it be customized?
- Is there the ability to add Internet links to a record?
- Does the system provide adequate member information? Individual policy and parameter files for each member including:
 - Loan periods?
 - Fines?
 - Patron groups?
 - Calendars?
 - Patron information including address, homeroom, grade level, and location?
 - Patron notes fields?
- Does the system print spine labels?
- Is every module of the system password protected?
- Can passwords be easily changed?
- Does the system allow the library media specialist to make global changes?
- Can the system handle enough bibliographic records, patron records, and transactions to suit your needs?
- Does software support several standard barcode configurations?

Automation Vendor

- Is the vendor in compliance with all of the above standards?
- Do they offer free e-mail, online, and phone support?
- When using phone support, how long is the wait time?
- Does the vendor have a web page that enables the library media specialist to find answers to frequently asked questions?
- Does the vendor provide training?
- Does the vendor provide information on equipment and networking specifications?
- Does the vendor provide software updates?
- Is the company reputable and stable?
- Do they have plans for continued product development?

- Are manuals preprinted, easy to use, and well-indexed?

Cost

- What kind of costs are involved?
 - Software purchase
 - Hardware purchase including file server, workstations, barcode readers, and printers
 - Network costs
 - Ongoing costs including technical support, barcodes, paper, processing materials, patron barcodes, or cards

Computers in the Library Media Center

Recognize that information technology changes constantly. What is new today is obsolete tomorrow. The challenge for the school library media specialist is to stay abreast of the changes in technology while influencing funding resources to support such change in the media center.

Ideally a library media center should include a group of networked computers that:

- Provide integrated library system services, such as circulation, searching patron records, and MARC records;
- Provide remote access to library resources from homes;
- Provide access to full-text journals;
- Provide access to electronic reference sources such as encyclopedias and dictionaries;
- Provide Internet for library users;
- Provide electronic mail functions for library users; and
- Provide ability to upload and download information.

Computers in the library media center should be state-of-the-art computers that are networked together with state-of-the-art network hardware and software.

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Budget

Based on national and state standards and guidelines and your needs assessment, determine a budget for the library media center. Check with the district's financial officer or your immediate supervisor to determine purchase policies and bidding procedures. Refer to Standard VII in Standards for Accreditation of Oklahoma Schools for minimum annual expenditures for books (excluding textbooks), software, and periodicals. Additional monies must be budgeted for supplies, equipment, repairs, and furniture. Records may best be kept on a spreadsheet. A worksheet may also assist in planning. (Appendix E, Budget Account Record)

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Circulation of Instructional Materials and Audiovisual Equipment

The primary function of a library media center is to provide service to its patrons. In order to facilitate this, the status of each item must be maintained through an efficient circulation system. Statistics may be gathered which are vital to the evaluation and reporting of needed changes.



Circulation Policies

Establish a written procedures policy and have it approved by the administration. Every effort should be made to inform patrons of the procedures policy through students' handbooks, policy and procedures brochures, orientation, enrollment sessions, etc. The policy should include circulation policies.

The circulation procedure policy should include the length of circulation of all materials, responsibility for lost or damaged materials, fines or penalties for late returns, copyright law restrictions, privacy law provisions, and interlibrary loan.

1. Length of circulation of materials will depend upon the size of the collection, format of the materials, and demand placed on the collection for class use. Patrons are responsible for lost or damaged materials.
 - A. Books are usually checked out for one to two weeks.
 - B. Reference and reserve books may be limited to overnight use or for a single class period.
 - C. Circulation of audiovisual (AV) materials depends on availability. In most instances, materials are circulated for overnight use or for a few days. Because most AV material is closely related to the curriculum and used for classroom instruction, students may be required to have teacher permission to check out AV materials. Cross-curriculum use may need to be accommodated.
 - D. Audiovisual equipment may be checked out on an as needed basis. Parent permission may be required if student is responsible for lost or damaged equipment.
2. Copyright law clarification and limitations should be included in all policy statements and on all duplicating equipment.
3. A privacy law enacted in 1985 makes it necessary to establish a circulation system which protects the confidentiality of the student borrower. In order to comply with the law, private or individual overdue notices may include both the student's name and the book title. Group notices (lists) should not include title. An amendment to the law in 1986 exempts elementary schools from the provision. However, it is recommended that library media specialists consider complying with the privacy act regardless of grade level. Consult the circulation manual of your circulation system to set perimeters to comply. If a manual system of circulation is used, the student's signature must be completely obliterated when materials are returned.
4. Interlibrary loan (ILL) is a way to supplement the collection. There is a set ILL protocol for the State of Oklahoma. It is based on the National Interlibrary Loan Code for the United States, 1993, and is regulated by the Oklahoma Library Technology Network (OLTN). Participating libraries may submit interlibrary loan requests. Nonparticipating libraries are

Circulation Procedures

As soon as an automated system is operational, eliminate the manual system. If the automated system goes down, a notebook may be used to record patron names, bar code numbers, etc. Consult the manual of your automated circulation system for the best method of circulating materials. If you are using a manual system until your automation system is operational, the following procedures for checking in and checking out are suggested:

Checkout Procedure for Books and Materials

1. The student signs name and room number on borrower's card.
2. Librarian or assistant stamps date due slip and borrower's card with date due. If a self-checkout system is used, the student may stamp the book or write the due date in the book.
3. Place the signed borrower's card in front of the circulation file. If daily circulation records are kept, count the cards before filing them at the end of the day.
4. Cards are filed behind the date due guide in shelf order alphabetically by author for fiction, alphabetically by person for biography, and by Dewey number for nonfiction, etc.

Check-In Procedure for Books and Materials

1. Check the date due stamped or written on the item returned.
2. Locate the borrower's card behind that date in the circulation file.
3. Compare information on the card to the information on the book pocket: accession number, copy number, call number, author, title, etc. to make certain it matches.
4. If an overdue or fine list is maintained, update the list.
5. Note condition of materials and make a repair slip or send to the bindery if necessary.
6. Put materials in shelf order on a book truck to be reshelved.
7. Audiovisual materials should be carefully labeled for contents and contents examined when they are checked out and checked in.

Fines and Overdues

It is highly recommended that fines not be used. They require an extraordinary amount of time and record keeping for the return. If circulating materials manually, the following method is recommended for managing circulation and notifying patrons of overdue materials. Using a weekly due date facilitates overdue notices.

If Friday is designated as the due date books checked out during a certain week will all be due a week from the Friday of that week. Example: Any book checked out on any day during the week of September 14, 2000, (the 14th, 15th, 16th, 17th, or 18th) will be due on September 25, 2000. Each Monday of each week the due date changes. On each Monday of each week pull the cards for the books due on the previous Friday and the previous overdues. Sort the cards by room or teacher and create overdue list and individual notices from the cards. Remember not to use titles on list. Using a computer database and word processor will greatly facilitate this method and make it easier to update overdues each week. Once the lists and notices are created, place all of the cards for overdue materials in shelf order together. If a daily overdue date is used, overdues must be processed in the same manner each day.

Library Clearance Procedure

It is wise to develop a library clearance procedure with the office so students withdrawing from school will be sure to return all library media center materials. Create a library clearance form, or check with the school official who works with students withdrawing from school to have the library media center added to the existing checklist. Check with the principal to have the library media center added to the faculty/staff clearance form for end-of-school year.

Scheduling and Checkout Procedure for Equipment

There are many different ways to keep track of the equipment as it circulates in and out of the library media center. You will need to adapt these suggestions to your needs.

- Equipment such as overhead projectors and cassette recorders/players used by teachers on a daily basis should be checked out for the year. Other equipment may be scheduled

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by using request cards or forms filed by date in a card file, notebook, or database. At the end of each day, the equipment for the next day may be pulled and checked out to be picked up or delivered the next morning. If a limited number of pieces of equipment are available, a calendar may be used for quick reference as to availability. This is especially true for TV/VCR units.

- Carts, remote controls, and any other accessories should also be checked out and checked back in, when circulating equipment.

Acceptable Use Policy

If Internet service is available in the library media center, an acceptable use policy (AUP) may be enforced by the district. If the district requires students to have a signed acceptance of the policy on file for Internet use, either issue the student a user card if you are using a manual circulation system or indicate on his/her record in the automated circulation system that the signed form is on file (either in the library media center or the central office). If it is indicated on the circulation record in a certain field, scanning the student's bar code and displaying his/her record on the screen will indicate whether or not an AUP is signed and on file. Consult your circulation manual for the appropriate field. Some districts are considering it sufficient to state an acceptable use policy in the student handbook. The rationale for the policy, components of the policy, and sample policies are available from the Oklahoma State Department of Education, Library Media/ITV Section.

Tips for Proper Shelving of Books

1. Books are shelved from left to right and top to bottom in a section, traditionally three feet wide.
2. Books should be pulled to the front edge of the shelf to increase visibility of call numbers, and for neatness.
3. Shelves should be filled no more than two-thirds full whenever possible.
4. Sturdy, metal bookends should be used to hold books upright. Taller bookends tend to be more effective.

Repair of Print Materials

Because time and skill are necessary to adequately repair books, it is recommended that this be done only if the book cannot be replaced or rebound.

1. Minor repairs should take only 10 to 15 minutes per book. Repairing a book, which should be discarded, wastes costly staff time.
2. A free step-by-step brochure, Modern Simplified Book Repair, is available from Brodart, Inc., 1807 Pembroke Road, Greensboro, NC 27408 (Supply Order Dept.), telephone 1-800-233-8959.

Sending Books to the Bindery

Do not bind a book if a new copy can be purchased for about the same cost. Consider buying a paperback copy.

Books may be sent to the bindery if:

1. They cannot be replaced and are important to the collection.
2. The cover is loose or shabby or sections of the book are loose.
3. The books have at least a 1/2-inch side margin. Do not bind more than once.

When books are sent to the bindery:

1. Place the book title/s in a file named "Bindery" using the patron mode.
2. Make a list by author and title and ask the bindery for special instruction steps.

When the rebound books are returned:

1. Check bindery invoice.
2. Pull the book from the Bindery file.
3. Process book with a new bar code and call number label.

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Facilities

An effective library media program is directly influenced by the availability of adequate and appropriate facilities. Current and future needs should be identified, studied, and put in writing. Consideration should be given to the school program, including curriculum, teaching methods, activities, services offered, access and security for media and technology, and types of material and equipment to be handled.

The size and arrangement of the center must accommodate the resources, services, and activities necessary for instruction. Space should be provided for the following activities which may be ongoing in the library media center. (See Appendix F)

- Circulation of Materials and Distribution of Equipment
- Main Area
- Individual Study, Reading, Browsing, Viewing, Listening, and Research
- Small Group Study, Reading, Viewing, Listening, and Research
- Class Instruction
- Production of Materials by Media Staff, Teachers, and Students
- Use of Computers and Other Technologies
- Preview of Materials by Media Staff, Teachers, and Students
- Teacher/Student(s) Conferences
- Teacher/Library Media Specialist Conference/Collaborative Planning
- Teachers' Professional Reading
- Library Media Administrative and Clerical Tasks
- Meetings: Departmental, Faculty, School Board, Community, and Receptions
- Special Exhibits: Student Art, Science, etc.
- Storage of Materials: Magazines, Newspapers, and Bulletin Board Supplies
- Storage of Equipment

The importance of early planning cannot be stressed enough. Advance planning can save time and money, while producing an attractive and functional facility. The director of the library media program, either at the district level or building level, is responsible for coordinating the planning of the library media facilities. Initial planning should involve representatives from all user groups, including library media personnel, administrators, teachers, and students. In addition, consultation is available from the Library Media/ITV and Capital Improvements/Transportation Sections of the State Department of Education. The Capital Improvements/Transportation Section must review all new and major school remodeling projects and will issue a certificate of review. During initial planning, library media directors with exemplary programs and facilities can be excellent sources of ideas.

Design Considerations

The library media center should be designed to reflect the mission of the individual school. A number of basic environmental and organizational factors need to be considered in the planning of the media center.

- Adequate space is essential, as programs can be severely limited by small, poorly arranged areas.
- Furniture and equipment must be functional and easily accessible.
- Design considerations of acoustics, furnishings, and arrangements should reflect knowledge of how these interact to affect student behavior.
- The appearance of the media center should be functional, aesthetically pleasing, and inviting to all users.
- The degree of security needed will influence the design.

Location

The goal is to make the facilities accessible and welcoming to students and teachers throughout the school day. The extent to which the media program permeates the instructional program depends to a large degree on its location.

- Locating the center close to study areas facilitates frequent use and minimizes time lost in transit.
- Restroom facilities should be adjacent to or within the library.
- An outside entrance allows the media center to operate evening or summer programs without opening other parts of the school building.
- Outside entrances facilitate delivery of materials and equipment.

Handicapped Accessibility

It shall be the responsibility of the school district to provide access to the library media facilities for handicapped persons, in compliance with Section 504 of Public Law 93-112 and Public Law 94-142.

- A one-level structure is highly recommended so students may have barrier-free access to all areas, particularly bookstacks, catalog, circulation, and seating areas.
- If the district wishes multilevels in the media center it must place ramps to all levels, enabling handicapped students independent access to these areas.
- Special lighting may be required to accommodate the needs of visually impaired students.

Electrical and Technical Service

- Electrical power, outlets, and conduits for telephone and cables must be sufficient for flexible and accessible use to all areas.
- Generally, it is difficult to provide electrical outlets in the floor of the library media center. Electrical outlets should be installed on "posts" and on the wall approximately a foot above floor level every few feet all around the library. If wall shelving is used, the outlets may be located in the base or openings may be left in the backs of the lower shelves.
- Dedicated circuits for the library media center and areas within the center should be used.
- Professional advice should be sought in determining the level of electrical service needed.
- Voltage regulators (surge protectors) are recommended for all electrical outlets.
- Static electricity reduction and magnetic fields should be considered.
- A master design of wire purposes and routes should be duplicated and retained for use in making repairs.

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Networks

- Local Area Networks (LANs) are needed today in all school facilities to provide telecommunications connectivity. In the design of new facilities, channels for cabling should be provided whether or not the cable is to be pulled immediately. Professional advice should be sought in determining the kind of cable needed and the design of the network.
- When installing networks in older facilities, it may be necessary to drop poles to desired work station locations.
- Universal Service Funds may be available to schools installing networks for telecommunications connectivity. Contact your superintendent or financial director for information.

Communications

- A voice telephone line should be located at the circulation desk for administrative and information access. If possible, there should also be a telephone at the library media specialist's desk and a line for a fax machine.
- Online access, closed circuit television, cable television, satellite systems, and other technologies, as well as dedicated phone lines for administrative duties, should be addressed in the planning stages.
- Consider additional lines needed for telecommunications, networking, and teleconferencing activities that may be added later.
- If needed, a dedicated phone line for modem use should be located wherever the computer/modem stations are located.
- When wide area network service or other direct internet access is provided for a school, the need for phone lines for modem use will decrease.

Security

- All areas of the library media center should permit student access to materials and equipment, yet allow easy visual control by staff.
- A detection system may be desirable for the protection of expensive library resources.
- Professional advice should be sought in determining the best security for the type of technology used in the center.
- Safeguarding the collections may be strengthened by:
 - Locating the checkout station near the exit and away from stacks areas, and in a location allowing full visibility of the library media center;
 - Providing outside or hallway "drop" for return of materials;
 - Providing secure storage or safeguards for high risk items (e.g. electronic equipment);
 - Considering burglar alarm, night detection, motion detection systems; and
 - Considering technology safeguards in the design of computer networks, through the purchase of software designed to control access and through policies and procedures designed to communicate the importance of controlled and respectful use of computers and computer networks.

Temperature, Light and Sound Control

- Heating and air conditioning equipment should assure draft-free, non- distracting operation, and comfortable surroundings.
- Extreme hot or cold temperatures and humidity have a detrimental effect on the life span of electronic equipment, software, and print media. The ideal temperature for long-term storage of print and nonprint materials is between 45 and 60 degrees Fahrenheit, with humidity between 45 and 55 percent.
- Thermostatic controls for the library must be separate from other rooms in the school building to enable setting the temperature at a level necessary for the protection of electronic equipment and software.
- All areas of the media center should have appropriate lighting. When planning lighting, consult professional specifications. Dimmer switches and multiple switches are useful in controlling the degree of light needed for versatile utilization of library media facilities. Window light should be controllable and window placement should not hinder space utilization.
- Indirect lighting should be used over computer work stations to eliminate glare.
- Carpeted floors offer the single best method of controlling sound.
- Acoustically treated ceilings and walls also facilitate sound control.
- Adequate space between tables and high traffic areas will further eliminate noise.
- Installation of a concealed sprinkler head sprinkler system may be considered for fire protection.

Furnishings

Furnishings for the media center should be selected with specific activities in mind and arranged conveniently so that the various types of media can be used most effectively. The design of the space and the selection of the furniture should permit flexibility. Allow for physical differences in children when selecting furniture and purchase special pieces as necessary.

Library furniture vendors are also a resource for librarians planning new or remodeled facilities. They can provide valuable information and advice. Librarians should be aware that most library furniture purchases will be large enough to require the orders be bid. Vendors understand that even though they are involved in the planning stages of a project, the selection of a vendor for purchase is determined by the bid process.

- Durability and quality are major considerations when purchasing any library furnishings.
- The heavy use of equipment and furnishings, which is normal in a school setting, requires commercial grade quality.
- When ordering furniture, allow four to six months for delivery.

Handicapped Considerations

- Space between shelves must be at least four feet.
- Wheelchairs need a minimum of five feet to allow turn around.
- Rows of stacks should not exceed 18 feet in length.
- If space between stacks is less than five feet, there must be space on either end to exit.
- There should be a clear height of 29 inches from the underside of the work surface or table to the floor to allow access by wheelchair users.
- Up to 10 percent of the tables and/or work surface should be comfortable for the handicapped and should be spaced throughout the center.

Tables

- Different table shapes may be used in different areas of the library. The variety is pleasing in appearance and helps to keep the library organized. For example, rectangular tables may be used in the primary area and trapezoidal tables in the intermediate area with a few square tables in the reference area.
- Although round tables are aesthetically pleasing, they provide less usable working surface. A minimum of five feet of floor space should be allowed between all types of tables with their accompanying chairs (chair back to chair back). (Standard VII: 27:04, 37:04, 47:04)

Tables	Elementary	Secondary
Height (All Types)	25-28 Inches	26-29 Inches
Length (Rectangular)	60-72 Inches	60-72 Inches
Width (Rectangular)	36 Inches	36 Inches
Diameter (Round)	42 Inches	42-48 Inches

Carrels

- The need for flexibility in the use of library furniture and the increased need for spaces that will accommodate computers if necessary have moved many library planners away from the use of carrels.
- Supervision is also an issue if the backs of the carrels are too high. However, there are times when students appreciate the privacy provided by a carrel.
- If carrels are chosen consider the following:
 - Individual units provide the greatest flexibility for grouping; and
 - Extra lighting on work surfaces may need to be provided.

Carrels with Electricity	Elementary	Secondary
Depth	24 Inches	24 Inches
Height	25-28 Inches	29 Inches
Width	36 Inches	36 Inches

Chairs

- When possible it is desirable to purchase wooden chairs with upholstered seats for comfort as well as appearance.
- Sled-based chairs are easier to slide. Generally, select chair heights as follows:

Chairs	Primary	Intermediate Adult
Height	15 Inches	17/18 Inches

- Chairs of less than 13" seat height are sometimes recommended for kindergarten or preschool areas, but in school libraries the need for greater flexibility of use makes very small chairs a poor choice.
- Different chair colors or fabrics in different areas of the library may be chosen to define the areas and add visual interest.

Shelving for Print and Nonprint Materials (Appendix G, Book Shelving Capacity)

- Adequate shelving should be provided for ten items per foot.
- Use of wall shelving maximizes the flexible use of floor space.
- Counter-height shelving is desirable in the open area to allow visibility and define areas of use.
- All shelving should be sturdy and adjustable and a minimum of ten inches deep.
- Shelves may be wood or steel, double-faced or single-faced, with support at three foot intervals. Specify shelving with backs.
- Types and quantities of shelving will depend upon the current size and anticipated growth of the collection, the types of media in the collection, and the manner in which the media will be shelved. (See Appendix F)
- For future growth allow twice the amount of shelf space currently needed.
- Magnetic tapes or disks should not be stored near any magnetic sources.
- Appropriate storage containers should be used and are available through library suppliers.
- Paint is not recommended as a finish for wood shelving. A natural finish is preferred. Painted surfaces have to be refinished frequently, and it may be impossible to obtain the desired color the next time the finish becomes chipped.
- Colored laminate can be added to shelving unit tops and shelf tops for durability and to enhance the color scheme of the library.
- Metal shelving is often less expensive and can provide excellent service.
- Metal shelving with adjustable spaced dividers is very functional and eliminates the need for bookends.

Specialized Furniture and Equipment

Library Circulation System

- Determine software requirements before purchasing hardware.
- Network versions are available for multiple stations.
- Standing-height tables should be considered for student access.
- Circulation desk should be designed to accommodate the computers and printers required for the system.
- Service and support for the library automation package purchased is essential.

Student Station Network

- Determine software requirements before purchasing hardware. (Network versions are required for many software titles if the software is to be accessed on multiple stations over a network.)
- Standing-height tables should be considered for student access.
- In selecting furniture for computer work stations consider:
 - Adequate surface space for the equipment both depth and width;
 - Wire management; and
 - Access to electrical and network outlets.
- Consideration should be given to visibility for security purposes.

Other Furniture and Equipment

- Typewriter and stand.
- Book trucks-two or more commercially-produced book trucks are needed.
- Atlas stand (optional)-30" wide x 27" deep x 44" high with slanted top.
- Dictionary stand (optional)-22" wide x 16" deep x 44" high. A revolving table-top stand will suffice for media centers having limited space.
- Map cases poster storage-36" wide x 24" deep will allow for flat storage of most posters.
- File cabinets-legal size:
 - Files should be used for the storage of pamphlets, clippings, small pictures, folded maps, other ephemeral materials, and transparencies. Lateral, counter-height files are recommended; and
 - A separate file should be maintained for administrative purposes, budget, bibliographies, etc.
- Current magazine shelving and storage for back issues of magazines.
- Display cases and bulletin boards.
- Production areas such as darkrooms, television studios, and audio studios will require equipment and supplies. Worktables, drawing tables, and computers may be needed to

adequately equip and furnish the production area. Production facilities and equipment may also be provided at the district level.

Nonprint Storage

Furniture to store and display nonprint materials is not as standardized as traditional library furniture.

- A variety of specialized shelving, cabinets, and storage containers are available commercially for most types of media.
- Consider security, accessibility, etc.
- Planning for storage requires knowledge of future technological advances.

District Facilities

District-level facilities should provide office space for administration, the professional collection, conference areas, and the library media selection and evaluation center.

Functions at the district level may include acquisitions, technical processing of materials, equipment repair and maintenance, printing and graphics services, video library collections, television distribution, media production, training facilities, facilities for origination of distance learning, and facilities for examination of materials, including computer software.

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Suggestions for Organizing a Library Media Center

1. Hire a certified library media specialist.
2. Order library tools (materials essential to library media organization). See Bibliography.
3. Order supplies, furniture, microcomputers, equipment, etc.
4. Research and order appropriate circulation/catalog automation software that fulfills the needs of the school's clientele.
5. Have teachers list books and materials from their rooms which are to be considered for the library media collection.
6. Using teacher lists and standard selection tools, such as the Elementary School Library Collection, Senior High School Catalog, School Library Journal, etc., the library media specialist selects materials to be placed in the library media center.
7. If classroom materials have been sent to the library media center, the library media specialist goes through them weeding with a critical eye. Remember, you are striving for a quality collection and not numbers.
8. Analyze the collection on hand. Order new books and materials, involving teachers in the selection process. Whenever possible, books and all other materials should be ordered preprocessed or shelf-ready.
9. Using a program such as Alliance Plus, FastTrack or OLTNCAT, download MARC records into your system. If titles are not found on these programs, it will be necessary to do original cataloging. (Useful tools will be Abridged Dewey Decimal Classification and Relative Index and Sears List of Subject Headings. Be sure you order the latest editions of both.)
10. Prepare materials for library media center shelves.
11. Equipment needs to be checked for repairs and a circulation and inventory system set up.
12. Process equipment to be circulated through the library media center.
13. Work with a library media committee to set up policies and rules for the use of the facility and for the circulation of materials.
14. Create a flexible schedule so that all students have an opportunity to use the library media center.
15. Conduct an orientation for the staff and publicize the materials and services being offered.

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Library Media Center Program

Curriculum Facilitator



The library media specialist as a curriculum facilitator holds an overall view of the school curriculum and stays abreast of new trends and developing technologies. The library media specialist establishes partnerships and initiates planning that meets teachers' needs for resources and activities and students' needs for access to information. The library media specialist shows these characteristics: flexibility, visibility, organization, knowledge, proactive attitudes, accountability, and resourcefulness.

The curriculum leader role focuses on these areas:

I. Collaboration

A. Committee Involvement

- Phase 1 - Defer to others in building and district; support others but not actively involved.
- Phase 2 - Attend building, district, department, and grade-level curriculum committees on a regular basis.
- Phase 3 - Serve on grade-level, department, building, and district committees on a regular basis and occasionally serve as chairperson; is proactive in initiating ideas.

B. Curriculum Development

- Phase 1 - Be aware of and use established curriculum goals, objectives, and assessment mandates to develop curriculum.
- Phase 2 - Promote use of established curriculum goals, objectives and assessment mandates in developing curriculum.
- Phase 3 - Participate and lead in curriculum development and assessment projects on a school and/or district level.

C. Technology Development (Appendix A, Technology in School Libraries)

- Phase 1 - Defer to others in building and district; support others but not actively involved.
- Phase 2 - Attend technology committee meetings on a regular basis.
- Phase 3 - Serve as a technology leader on the school's technology team; lead in developing a technology infrastructure and a three to five year plan for assessing, evaluating, selecting, and implementing technology use to meet curriculum objectives.

D. Teacher Communication

- Phase 1 - Respond to teacher assignments and needs without prior knowledge or planning.
- Phase 2 - On an informal basis promote awareness of materials, equipment, services, and programs that meet student and staff information needs. Encourage teachers to keep the library media specialist informed about classroom activities and assignments.
- Phase 3 - Develop and nurture interdependence between the library media specialist and classroom teachers and on a systematic basis to promote interdisciplinary teaming, i.e., collaboration among several subject areas to plan and implement curriculum units.

E. Administration Communication

- Phase 1 - Meet when requested by an administrator.
- Phase 2 - Initiate meeting with an administrator when needs arise.
- Phase 3 - Confer with administrator on a regular basis about the library media center, curriculum, technology, and the overall school program.

II. Learning Environment

A. Library Media Center in a Networked Environment

- Phase 1 - Provide access to resources in the library media center collection.
- Phase 2 - Offer access to resources available in the school and/or district.
- Phase 3 - Connect the student and school to larger communities; restructure the learning environment to allow students and staff unlimited access to multiple resources in the classroom, the media center, and beyond the school walls; and promote use and sharing of resources beyond the school, e.g., community resources, instructional television, telecommunications.

B. Library Scheduling (Appendix B, Flexible Scheduling)

- Phase 1 - Provide access to the library media center's materials, equipment, and personnel, and assist students and teachers in information access. (Standard VII: 7.24)
- Phase 2 - Make the library media center accessible throughout each day to individuals, small groups, and classes so that students and staff can browse, explore, and use materials at the time of need or interest; and plan cooperatively with teachers to schedule small group and whole class activities in the library media center so time in the library media center can be used to teach, expand, and enrich curriculum objectives.
- Phase 3 - Teach a sequential information literacy process through classroom curriculum objectives rather than in isolation; and promote continuous use of the materials and resources in the library media center by individuals throughout each day.

C. Assessment and Development of the Collection

- Phase 1 - Maintain a collection which meets some required curriculum objectives and is built by following a district-approved selection policy which includes a needs assessment.
- Phase 2 - Maintain a collection of materials which meets most curriculum needs of the students and staff.
- Phase 3 - Develop and maintain a collection of materials which meets all curriculum needs of the students and staff, using the six-step collection mapping process: create a collection map, evaluate how well each segment is reacting to the demands on it, create a visual display of the collection, use the collection map as a planning tool, build a sound acquisition program which matches the collection map, and build a budgeting system for adding to the collection.

D. Student-Centered Learning

- Phase 1 - Provide students with information and materials needed for curriculum objectives and personal growth.
- Phase 2 - Develop activities for students to carry out curriculum objectives.
- Phase 3 - Partner with teachers to empower students to accept responsibility for their own learning, thereby becoming capable of learning over a lifetime.

E. Freedom of Information (See Information Power: Building Partnerships for Learning "Appendix C")

- Phase 1 - Be aware of and follow laws and policies regarding information.
- Phase 2 - On an informal basis promote understanding of laws and policies regarding information.
- Phase 3 - On a systematic basis promote understanding of laws and policies regarding information.

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III. Curriculum and Instruction: Resources and Practices

A. Collaborative Planning (Appendix C, Teacher/Library Media Specialist Planning)

- Phase 1 - Provide resources and instructional activities as requested.
- Phase 2 - Work cooperatively with teachers to identify teaching and learning strategies as well as materials to meet curriculum objectives.
- Phase 3 - Use a systematic instructional development process to work with the classroom teacher as a partner to plan, design, deliver, and evaluate instruction which integrates information skills with core curriculum objectives and uses multiple resources from the classroom, the media center, and beyond the school walls.

B. Use of Multiple Resources (Appendix D, Integrating Multiple Resources in Teaching)

- Phase 1 - Provide a variety and diversity of instructional/learning materials sufficient to accommodate the scope of the program and the individual differences among students. (Standard VII: 7.10) Make available instructional/learning materials and equipment in a sufficient quantity to provide for the number of students involved in learning activities and for the number of teachers in the school. (Standard VII: 7.12)
- Phase 2 - Help teachers move beyond the textbook as the sole teaching tool in order to integrate use of a variety of resources including technology into the classroom curriculum.
- Phase 3 - Provide systematic leadership, expertise, and advocacy in using varied and diverse resources including technology to design and teach curriculum units; constantly look for new ways to integrate emerging technologies with the classroom curriculum and the information literacy process.

C. Teaching Skills

- Phase 1 - Be aware of and use a variety of teaching strategies (i.e., problem-solving strategies, multiple intelligences theory, learning styles theory, questioning strategies, collaborative learning practices, etc.).
- Phase 2 - Model a variety of teaching strategies.
- Phase 3 - Help teachers expand and integrate their repertoire of teaching skills.

D. Reading Promotion

- Phase 1 - Respond to teacher requests for reading needs.
- Phase 2 - Promote a variety of literature experiences and activities including state and national award programs.
- Phase 3 - Take an active role in promoting individual reading for pleasure and integrating literature into all curriculum areas.

IV. Professional Development

A. In-Service Role

- Phase 1 - Provide inservice education programs for staff in order to ensure effective use of the media center. (Standard VII: 7.26)
- Phase 2 - Provide information, resources, and technology applications related to faculty and administrative professional development.
- Phase 3 - Establish technology and information literacy expectations for faculty and staff; lead in providing instruction, advice, and materials for current curriculum practices in the school (i.e., new technologies for accessing information, producing multimedia projects, equipment, copyright and freedom of information laws, etc.).

B. Professional Involvement

- Phase 1 - Attend professional library workshops and meetings yearly. Read professional literature.
- Phase 2 - Belong to professional library organizations, such as Oklahoma Library Association (OLA), Oklahoma Association of School Library Media Specialists (OASLMS), American Library Association (ALA), American Association of School Librarians (AASL), Oklahoma Technology Administrators (OTA), and the Association for Educational Communications and Technology (AECT).
- Phase 3 - Become active in a professional library organization by participating on committees, holding offices, and/or presenting workshops.

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Library Media/ITV



Selection of Instructional Materials and Audiovisual Equipment

The selection process should begin with the selection policy. Determine if your district has a board-approved policy. The media selection policy reflects basic factors influencing the nature and scope of collections, such as curriculum trends, innovations in learning, and availability of materials and audiovisual equipment. If a district policy does not exist, develop one and submit it for board approval. The rationale for the adoption of a written selection policy, components of the policy, and sample policies are available from the Oklahoma State Department of Education, Library Media/ITV Section or the American Library Association, AASL Division.

Inventory of Materials and Audiovisual Equipment

An inventory of materials should be done at least once a year. Consult the manual of your catalog system to determine the procedure for conducting an inventory. It may prove timesaving to train adult volunteers to conduct the inventory. It is not necessary to close the library in order to conduct an inventory.

An up-to-date inventory is necessary in order to:

- Become familiar with the collection;
- Ensure that the catalog reflects the collection;
- Determine what items are missing and need to be replaced;
- Provide information on status of collection so that standards can be met; and
- Supply administration with information for reports and insurance purposes.

Card Catalog Inventory

If you do not have an automated catalog, it may not be possible to conduct a complete inventory annually. It is possible to take inventory over a two- or three- year period by doing it in sections. It may be necessary to close the library to circulation and have all materials returned. The amount of time needed is dependent upon the size of your collection. Because services are at a minimum during inventory, it is to the district's advantage to have the media specialist on an extended contract. Inventory can then take place after students are gone. Conducting an inventory is much easier if two people work together, one reading from the card and one looking for the book.

Inventory consists of checking the shelf list card against the books and materials on the shelves.

1. Be sure all items are in order on the shelves.
2. Check shelf list file to see if the item is on the shelf.
3. If an item is missing, put a paper clip on the shelf card or turn the card up.
4. If there are multiple copies listed on the shelf card, mark which copy is missing. (ex: m/98)
5. If there is a book on the shelf and no card in the shelf list, create a handwritten card (preferably on a colored card or paper).
6. Pull any book in need of repair and place on a book truck.

After a drawer, section, or the collection (depending on the size of the collection) inventory is complete:

1. Check other files for missing item (circulation, bindery, repair shelf, etc.) to determine if it is really lost.
2. If lost item is to be replaced, put shelf list card in To Order file.
3. If lost item is not to be replaced, pull the set of cards from the catalog and file the set in Lost File. These cards may be discarded after a year when it is evident the material is really lost.
4. Check the Lost File and also the card catalog for cards for the books on the shelves with no shelf list card. If none are found, make or order a new card set.
5. Examine books to be repaired to determine if they can be repaired, if they are worthy of repair, or if they need to be replaced.

Follow the same procedure for nonprint materials and audiovisual equipment.

Weeding

A smaller collection which is good, attractive, and used is a greater credit to the school than a large number of books which tend to remain on the shelves because of poor format or content. Systematic weeding is an integral part of book selection. However, do not discard books and materials on Oklahoma. Repair or send these books to the bindery.

What to Weed?

1. Books of poor content, such as outdated information.
2. Volumes of no use in your media center. Three to five years without circulating and the media specialist's knowledge that it has not been used in the media center for reference would probably warrant discarding.
3. Consider discarding if a title does not appear in at least one of the standard book selection aids.
4. Books of very poor appearance such as those with yellow, brittle, dirty, or torn pages. Also discard those with dingy, dirty covers or whose antiquated appearance discourages use.
5. Books beyond the comprehension of the prospective reader.
6. Sets of textbooks and old textbooks unless single copies are to be used for reference.
7. Sets of readers should be returned to the classroom or other storage areas.

How to Weed?

First, acquire a supply of medium-sized boxes and label them the following way:

1. Discards which are not to be replaced.
Card and pocket should be removed and ownership stamp marked over. (Consult with your school system on their policy of disposal. Some allow students to take them home and others sell the discarded books.) Mark inside the cover of the book "Withdrawn, [year]". Remove shelf list card and cards from the card catalog.
2. Books to be replaced.
Follow the same procedure as in #1, except do not remove the catalog cards. Instead, place author, title, publisher, on a list of materials to order.
3. Books to be bound.

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- See steps involved in Sending Books to Bindery.
4. Books to be mended.

See steps involved in Repair of Print Materials.

Specific Helps in Weeding Nonfiction

000	Encyclopedias Bibliographies Books about Reading	New edition is needed at least every five years. Seldom of use after five years from date of copyright. Guides, etc. Value determined by use.
100	Ethics, etc.	Value determined by use. Most unscholarly works are useless after ten years.
200	Religion	Value determined by use. Collection should contain basic information (but not propaganda) about as many sects and religions as possible.
300	Social Sciences	See that all sides of controversial issues are well-represented.
310	Almanacs Yearbooks	Superseded by each new volume. Seldom of much use after five years.
320	Politics Economics	Books dealing with historical aspects, value determined by use. Timely or topical material-discard after approximately ten years. Replace with new editions when available.
340-350	Government	Ten years. Watch for new material on government to supersede older material.
360	Social Welfare	Weeding depends on use. Most nonhistorical materials are passe after ten years.
370-380	Education Commerce	Keep historical materials if they will be used. Non-historical materials need replacement in ten years.
390	Folkways	Keep basic material; weeding depends on use.
400	Languages	Keep basic material; weeding depends on use.
500	Natural Sciences	Except for botany and natural history, science books are usually out of date within five years. Try to keep collection current by weeding and with the purchase of new materials.
600-618	Invention Medicine	Five years, except for basic material on inventions Medicine and anatomy.
620	Engineering	Keep up-to-date with new editions and new material to replace older.
621	Radio Television	Five years at most, progressing too rapidly to be of use longer, unless describing crystal set or other subject in demand for historical reference.
630	Farms, Gardens, Domestic Animals, etc.	Keep up-to-date with new editions and new material to replace older.
640	Home Economics	According to use. Keep mostly current material; except, keep almost all cookbooks.
650	Business, etc.	Ten years.
660	Chemical, Food Products	Five to ten years, according to content.
690	Manufacturers Building	Ten years, except that older books on crafts, clocks, guns, and toys may be useful.
700	Art, Music	Keep basic material.
800	Literature	Keep basic material.
900	History	Depends on use and needs of community, and on accuracy of fact and fairness of interpretation.
910	Travel, Geography	Discard travel books before 1980 unless useful from historical point of view or of interest as personal accounts. African, European, and Asiatic geography before 1980 probably only of historical interest. Check more recent books for accuracy and complete information. Discard atlases after five years.
940-990	History	Depends on use and needs of community. Only outstanding World War II material should be left by this time. Best material is now incorporated in regular histories. Much was catchy and poorly written because of haste to get it on the market.
	Biography	Unless subject has permanent interest or importance, discard as soon as demand subsides. Replace older biographies of mediocre literary value whenever better ones appear. Keep those which are outstanding in content or style as long as they are useful.
	Rare Books	List books published prior to 1900 and other old editions about which you are in serious doubt. Include publisher and copyright date. Send list to state library or university library for advice on value, possible sale to rare book dealer, or on storage in state or research libraries which are the natural depositories for old and valuable, yet little used, material.
	Periodicals Newspapers	Keep five years, those which are in demand for reference. Magazines may be kept longer, and some of these might be bound after one year, e.g., National Geographic, Harper's Atlantic, New Republic. If space is limited, bound volumes might be disposed of after ten years. For further assistance, consult your state library. Consider microforms.
	Pamphlets	Weed roughly according to "Specific Helps" for nonfiction, but keep only up-to-date materials.
	Government Documents	Order and discard according to use and requests of patrons. Small libraries should not keep at all.

Needs Assessment of Materials and Audiovisual Equipment

Where we are.

Determine from complete inventory of materials and audiovisual equipment. Audiovisual equipment inventory should include audiovisual equipment in classrooms purchased for that classroom with special funds and located in that classroom during the year. Example: special education, vocational education, etc.

Where we want to be.

Refer to national and state standards and guidelines to determine appropriate collection size and audiovisual equipment recommendations for your school.

How are we going to get there?

Open discussion and staff involvement are important elements of successful assessment and long-range planning.

Selection Process

The selection of materials should be a cooperative process involving the media staff, teachers, and students. The process of examining and evaluating materials and audiovisual equipment being considered for purchase is continuous and systematic.

Library Media Specialist

A leadership role must be assumed by the library media specialist. This person is uniquely qualified by training and experience for this role and can balance school needs with a knowledge of the curriculum, the existing collection, needs, and availability of materials and media on the market.

Teachers

Teachers are curriculum area specialists and should be involved in the selection process. They know their fields and students and are primarily responsible for student activities.

Students

Individual students can provide a valuable service by previewing and making suggestions.

Parent and Community

It is not recommended that parents select materials, but they should be consulted in establishing the guidelines. The collection should reflect the cultural and economic diversity of the community.

Where Suitable Materials and Audiovisual Equipment Can Be Found

Materials and audiovisual equipment should be evaluated prior to purchase by use of reliable evaluative selection tools and by firsthand examination whenever possible. Books may be examined at bookstores, other libraries, the Oklahoma Department of Libraries Review Collection located in Oklahoma City, and the School of Library and Information Studies Review Collection at the University of Oklahoma in Norman. Materials and audiovisual equipment may also be examined at vendors' booths during state and national conferences. Published evaluations, including those in reviews, recommended lists, and standard bibliographic tools, are used in selection.

Audiovisual and Nonprint Preview Policies

- Whenever possible all audiovisual and nonprint materials should be previewed before purchasing to insure the accuracy, quality of presentation, and format meet the educational objectives and goals desired. Most materials, including online resources, may be obtained on 30-day approval.
- In many schools, previews must be submitted to the administration on a form such as a standard requisition, preview letter, or request slip. Check with your administrator or financial officer for district policy. Be sure and include the name of the teacher requesting the materials for preview on the request. (Appendix I)
- Check vendor catalogs for preview policies. Call if you have questions or if a policy is not stated.
- Boldly state ON APPROVAL on all audiovisual or nonprint media orders.
- Carefully note the arrival date of the materials and the date to be returned on the packing slip, invoice, and your calendar.
- Deliver the material to the requesting teacher clearly stating the date to be returned to you at least one week before it is due back to the vendor.
- Provide an evaluation form for the teacher to complete.
- If extended time is needed for evaluations, call vendor and request additional time.
- If materials are to be returned because they do not meet your needs or to be purchased at a later date, package them carefully in the receiving box if possible. Include the evaluation form if appropriate. Label carefully (many times the vendor provides a return label), and place any appropriate invoice numbers, purchase order numbers, etc., on the label.
- Call the vendor to request any special instructions and to notify them that you are returning the product.
- Always ship insured. Keep the shipping receipt with copies of the paper work.
- Budget the cost of shipping and insuring previewed materials.
- If previewed materials are to be purchased, process a requisition clearly stating: DO NOT SHIPRECEIVED FOR PREVIEW. If a purchase order has already been issued, process the invoice for payment. Attach evaluation form to a copy of the requisition, purchase order, and invoice for library records.

The Copyright Law

As a librarian it is your ethical and professional responsibility to be informed and to inform others of the laws governing copyrights. Include in all policy statements and on all duplicating equipment (copy machines, video recorders, audio recorders, computers, etc.) that copyright law of the United States governs the making of reproductions of copyrighted material. The latest edition of The Copyright Primer for Librarians and Educators published by the American Library Association and the National Education Association and/or similar publications should be included in the collection.

Do's and Do Not's of Material Selection

- Do select materials based on objective criteria included in your selection policy.
- Do select materials based on the needs of your school's curriculum and your students' interests and abilities.
- Do provide quality books so that children are selecting from the best, even though these may be expensive.
- Do not buy inexpensive materials in order to extend the budget if these are poor quality.
- Do select materials you have examined or on which you have found favorable reviews.
- Do purchase materials from any source which provides the materials needed, the services desired, and the best return for your dollar.
- Do not overdo the purchase of controlled vocabulary materials, even though some carefully selected ones are needed for slow readers.
- Do not buy rewritten classics in a slick format for elementary children; let them grow up to these books in the original writing in attractive new editions and read them aloud until that time.
- Do not spend your money on sets of books except the standard encyclopedias unless you are certain there is a need for each title in the series.
- Do not keep shabby, out-of-date books of mediocre or poor quality on the shelves, even if the shelves look bare. These are poor fare for both the eager and reluctant reader. "Weeding" is an important part of developing a quality collection.

Criteria for Evaluating Criteria Multicultural Literature

See: Huck, Charlotte et al. Children's Literature in the Elementary School. 6th ed. Brown & Benchmark, 1997, p. 484.

Criteria for Evaluating Picture Books

See: Adapted from: Cianciolo, Patricia J. Picture Books for Children. 4th ed. Chicago: American Library Association, 1997, pp. 22-25.

Criteria for Evaluating Fiction Books

See: Norton, Donna. Through the Eyes of a Child. 5th ed. Englewood Cliffs, New Jersey: Prentice-Hall, 1999, p. 124.

Criteria for Evaluating Informational Books

See: Huck, Charlotte et al. Children's Literature in the Elementary School. 6th ed. Brown & Benchmark, 1997, p. 594.

Criteria for Evaluating Video

See: Adapted from: Van Orden, Phyllis. The Collection Program in Schools. Englewood, CO: Libraries Unlimited, 1995, pp. 144-45 and 177-78.

Criteria for Evaluating Online Databases

See: Adapted from: Van Orden Phyllis. The Collection Program in Schools. Englewood, CO: Libraries Unlimited, 1995, p. 157.

Criteria for Evaluating Audiovisual Equipment

(Appendix I, Preview Evaluation)

- Select audiovisual equipment that will be compatible with software and hardware already on hand or planned for the future.
- Purchase from a company with a good reputation and good service record.
- Consider whether district maintenance or technicians will support equipment purchased.

- Consult with other media specialists who have had experience with the type of equipment you are selecting to determine if the product will serve your needs.
- The cheapest is not always the best. Determine shipping cost, setup, installation, additional cabling or wiring when estimating cost.
- Consider requesting a demonstration from the company before buying.
- Consult the district technology plan to see if this purchase fits into the district goals.

Procedures Manual for School Library Media Centers		
Acquisition	Appendices	Automation
Bibliography	Budget	Circulation
Facilities	Library Media Center Program	Selection
Suggestions for Organizing a Library Media Center		