28 -- Well done. You really need to add some examples to allow others to understand what you are referring to. Please see our notes throughout the document. There are portions that could use some clarification as well. You may want to add some examples before you put the manual into your portfolio.

It has been a pleasure getting to know you during the class. Best of luck in your life as a school librarian!

Nancy and Elaine

Modifications and additions based on comments are indicated by this highlight color

Policy Manual

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Plymouth State University

2/11/14

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# Cataloging standards (What is cataloged and why)

# All items that may be checked out by students, teachers, or parents will be cataloged for ease of shelving and locating materials based on subject, title, author, series, genre, reading levels, and/or type of resource. Teacher resources will be further cataloged by curricular unit. Items include hardcover and paperback books, dvd and videocassette movies, music cds, audiobooks on cd and cassette, and 3-dimensional items including games, models, and artifacts. Some items such as DVDs and music CDs will be shelved as empty cases to protect contents which will be stored behind the circulation desk from theft or damage prior to checkout. Additional ways to access items through online catalog may be added in the future and will be itemized in this manual at that time.

# All items will receive a barcode sticker which will be placed on the back (when possible) in the right-hand upper corner.

# All items will be marked with a spine label indicating any combination of the following: DDC number to 2 decimals, genre, author’s last name prefix, type of resource, reading level, genre, and subject. Spine labels that indicate shelving within collections will be placed at the bottommost point of the spine with additional labels following up from the bottom.

Snowflake Bentley – Easy Reader Biography that is part of the snow/winter curriculum unit

Young Adult Vampire Fiction Twilight by S. Meyer

YA

Mey

🕵

An Easy Reader by Marc Brown

Bro

E

Nonfiction Book called “It’s Spring by Sister Noemi Weygant

811.5

Wey

🏞

DVD

Max

Mar

Bio

E

❄

DVD case titled Max & Ruby: Max’s Chocolate Chicken – Disc will be labeled #42 and stored behind the circulation desk

42

# Separate collections:

# General non-fiction shelved based on DDC

# General fiction – hardcover – shelved by author last name

# General fiction – paperback – shelved by author last name

# Fiction by Genre/topic will be housed in general fiction but with a sticker on spine to identify genre/topic:

# Mysteries

# Fantasy

# Vampires

# Science fiction

# Historical fiction

# Realistic fiction

# Animals

# Additional genre/topic distinctions will be listed here

# Easy and beginning reader fiction will be shelved separately by author last name

# Biographies are shelved as a collection and arranged alphabetically by subject of the book. Within the collection area will be an index binder that will list biographies by commonalities such as: sports stars, presidents, scientists, famous African-Americans, famous women, etc. to aid searches for specific types of people when a student does not have a particular individual in mind. This index binder will be a paper version of what is entered as subject headings in the online catalog for searching.

# DVD’s for adults to check out will be shelved separately as empty cases and the discs will be stored in binder cases behind the desk. Discs will be labeled with a corresponding number to facilitate locating in the correct binder case. Checking in DVD’s will not be done until it has been verified that the disc(s) are actually being returned. Discs that have been reported as malfunctioning will be cleaned and repaired if possible. Replacement of discs that are physically broken upon return will be the responsibility of the patron (and his/her parents.)

# Music CD’s for adults to check out will be shelved separately as empty cases and the discs will be stored in binder cases behind the desk. Discs will be labeled with a corresponding number to facilitate locating in the correct binder case. Checking in music CD’s will not be done until it has been verified that the disc(s) are actually being returned. Discs that have been reported as malfunctioning will be cleaned and repaired if possible. Replacement of discs that are physically broken upon return will be the responsibility of the patron (and his/her parents.)

# Audiobooks (Books on tape and Books on CD) for adults or students to check out will be shelved separately from other resources and parallel to each other. Audiobooks will be shelved with the resources intact and checking in audiobooks will not be done until it has been verified that the tapes/disc(s) are actually being returned. Discs that have been reported as malfunctioning will be cleaned and repaired if possible. Tapes reported as malfunctioning will be taken out of circulation until the problem has been fixed. Replacement of discs/tapes that are physically broken upon return will be the responsibility of the patron (and his/her parents.)

# Video cassettes will be shelved separately for adult checkout. Labels will be applied to outer case with identifying information labeled on the videocassette itself using a white marker.

# Games will be shelved separately and checkout will include verifying the inventory based on lists stored in the Games Inventory Binder – copy of relevant directions will be included in game while original directions will be stored in Games Inventory Binder. No games will be checked in until verifying the inventory is intact based on information stored in Games Inventory Binder. Patrons returning incomplete or damaged games will be dealt with on a case-by-case basis depending on pieces missing or damage and parents may need to be involved. Patrons with recurring issues will have their game borrowing privileges suspended or revoked.

# Cataloging will be offered for off-site (teacher collections) that will afford staff the opportunity to locate specific materials that may not be in the main library collection in addition to being able to locate extra copies to use for a reading group. These off-site collections will not be visible to students or parents. Some form of tracking of borrowing will be available to maintain collection integrity.

# Group collections will be stored away from the main collection and will contain groups of individual books to be used in reading groups/book clubs. This will also include remedial offerings for staff to use with students. These collections will not be visible to students or parents. Some form of tracking of borrowing will be available to maintain collection integrity. Teachers may checkout collection pieces for parents to use at home with their children but it may be the teacher’s responsibility to replace the items if parents lose or damage them. Being that their purpose is for classroom group use, this collection will be stored in the “book room” so collections will not inadvertently be broken up or diminished making individual groups inadequate in number for classroom use.

# Curriculum collections will be stored in magazine boxes to allow a teacher to checkout the unit-relevant books as a group. Curriculum collections will not be visible to students or parents. Some form of tracking of borrowing will be available to maintain collection integrity. Homeschooler liaisons will be able to checkout these curriculum collections when available for use by homeschooling parents in the district with provisions setup ahead of time for replacement or repair if needed.

# Teacher resources are shelved in a separate area as are parent resources. Parent resources will not be visible to students and can only be checked out by parents or by teachers acting on behalf of a parent. Teacher resources will be available for checkout by parents on a case-by-case basis.

# Subject heading type and format

# Subject headings will follow the Library of Congress

# List of locally established subject headings

# Further information to come

# Divergences from MARC format and the rational for the changes

# At this time there are no divergences but, should any come up in the future, this is where they will be documented.

# List of vendors, processing specifications, sales representatives, phone numbers and discount rates

# Information to come

# Barcode ranges, type & source for vendors

# Any barcode ranges assigned to specific vendors to facilitate pre-processing of cataloging will be listed in this section to avoid assigning the same bar code to different resources.

# Materials’ barcode type and sources

# Details to follow

# Patron barcode type and sources

# Every student and staff will be assigned an ID # to be used for tracking materials checked out. Library cards containing the barcode equivalent to the ID will be stored behind the desk in the library by grade and class. Staff will be stored separately alphabetically.

# During library time, each class will retrieve their card to be used to check out books. The card will then be returned to the librarian. Additionally, patron checkout can be completed through name lookup in the checkout software.

# Grade level conditions

# Students in grades K-2 will be allowed to check out 1 book at a time with grades K-1 keeping books in the classroom while grade 2 students can take their book home if they desire provided that the book is brought back for return or renewal each scheduled library session.

# Students in grades 3-5 can check out 2 reading-level appropriate books at a time that may be taken home to be brought back for return or renewal each scheduled library session. Except in special circumstances, students in grades 3-5 cannot check out picture books or easy readers unless they have a reading-level appropriate book as well. If a grade 3-5 student has 2 reading-level appropriate books checked out, they may, at their own discretion, also check out a picture book or easy reader as a third item.

# Parents may come in to check out materials during special access times and materials should be brought back for return or renewal at the next scheduled special access time. Parents may call to request a renewal if they are unable to come in to the school during special access times, but all first time check outs must be made in person unless being made by proxy through their student’s teacher. If check out by proxy occurs, it is the parent’s responsibility to return the materials to the school or make arrangements to get the materials returned.

# Automation system, version, Tech Support number, & sales rep. Copy of contract.

# Details to follow.

# How authority control is managed

# Authority control should stem from locating Marc records in the Library of Congress files and then downloading and adding them to the local file.

# When adding a new record for which no Marc record exists, Library of Congress Authority file entries will be used to create the Marc record.

# Nonfiction books will be assigned call numbers in accordance with Dewey Decimal Classification system out to 2 decimal places with the exception of biographies which will be in a separate collection.

# Passwords (just a note telling who would have them)

# Passwords to the cataloging system would be held by the Library Media Specialist, Assistant Library Media Specialist (if applicable), Education Technology Integrator, on-site Technical Support (if applicable), and the main office (as a last resort backup.)

# Passwords to the checkout system would be held by the above persons with the information available to any other volunteers/staff that work with checking in/out materials to students.

# Processing procedures

# Pre-cataloged resources will have catalog records, barcodes, and spine labels verified and added/corrected as needed. Resources can then be filed as appropriate to the particulars discussed earlier under cataloging.

# For non-cataloged resources:

# Search Library of Congress (LOC) to identify if a MARC record exists that can be downloaded.

# If so, download MARC from LOC, import MARC record to catalog, add barcode and shelving information (see DDC resource for non-fiction shelving information), label resource appropriately with barcode and spine label(s), and shelve resource.

# If no MARC record exists,

# Create a new catalog record including:

# Required: Author, title, ISBN, barcode, shelving information (see DDC for non-fiction shelving information)

# Helpful: subject headings (see LOC subject headings authority file online), series, physical description, additional access points, etc.

# Label resource appropriately with barcode and spine label(s), and shelve resource.

# Automation system backup procedures and location of (off-site) backup tapes

# Information to be obtained from IT and documented here.

# Vendor and date of last database clean-up

# Details to follow

# Ordering procedures

# Pre-cataloged from vendor

# Details to follow

# Through Scholastic book fair

# Details to follow

# Other vendors

# Details to follow

# Donations

# Details to follow

# Shelving guidelines and library map – for more details see also: [Cataloging standards (What is cataloged and why)](#h.gjdgxs)

# The following collections will be shelved separately: non-print materials, graphic novels, biographies, non-fiction, picture books, easy/first readers, paperbacks, general fiction.

# All fiction will be shelved by author’s last name within their separate sections.

# All general non-fiction will be shelved based on DDC call numbers.

# Biographies will be shelved by subject last name

# Non-print materials will be shelved by title within media type.

# MAP to Follow.

# Explanation of how organization scheme allows access to the collection.

# Collections will be separated to:

# Allow faster access to relevant materials.

# Secure materials such as discs and identify special technology requisites for those items.

# Reduce volume of resources to manageable collections.

# Limit access for special collections.

# Allow greater access to materials for teachers.

# Explanation of how shelving scheme promotes use of the library and materials.

# By shelving non-fiction by DDC,

# signs can be created that will help guide students to topics they are searching for and

# identifying a resource in the online catalog will enable students to find similar materials when they find the first resource.

# Separating biographies will help students find books about people without having to search through that person’s arena of expertise and providing printed lists by topic areas will allow students to pinpoint persons by those topic areas.

# By shelving genre together but identifying by labels, we provide access to those types of books that students may be interested but also allow a wider audience since students would not skip the whole section. This also allows for books that fit multiple genre/topics to have a home that allows for those genre/topics to be identified.

# Shelving multimedia resources and games separately allows greater control over materials to ensure that resources are cared for and available for all patrons. It also allows for a limited access to some materials that need adult permission for checkout.

# Resources that are not for general student use are housed in a separate area to allow for more space for general student use resources. It also protects those materials by limiting their access to only those allowed to checkout and use those resources.

# Selection & deselection guidelines

# How to decide what to include in our library?

# Resources that are relevant to the patrons we have regarding curriculum we cover, reading levels represented, and current trends.

# Requests from students, staff, and/or parents

# General information that would be useful for our students/staff to have access to

# More criteria for selection to follow

# How do we decide what to deselect?

# Outdated information should be removed as soon as current information resources are available

# Resources that have not been checked out in a predetermined time should be weeded out of the collection

# When deselecting resources:

# Outdated information should be handled with care so recipients understand that the information is outdated and possibly irrelevant or flawed

# General fiction resources will be shared with students to take and keep as part of an end-of-year gift or book swap

# Resources will be made available for families to take during open house/parent conference events

# Resources will be left for teachers to take

# Unwanted resource may be brought to the attention of the art department for use in projects or donated to an afterschool program or community art program. (think altered books, repurposed CDs, etc.)

# Last resort would be to recycle the resource if possible.

# Review / selection resources

# When reviewing resources for possible inclusion, there are several criteria to take into consideration:

# Do we have similar resources already available?

# Cost/budget availability

# Connection to current curriculum

# Usefulness to students

# Reading level

# Organization

# Depth of information provided

# Obsolescence

# Popularity

# Materials challenge policy & procedures

# A policy needs to be set up should a parent/community member challenge inclusion of any particular resource(s) and that policy and procedures would be documented here.

# Substitute directions and guide using the automation system

# Details to follow – I would anticipate having a go-to substitute that could be used for planned absences to increase success of classes while I’m out.