iLTSS

IV

Policies and Procedures

- ★ CREATING LIBRARY MEDIA CENTER POLICIES AND PROCEDURES
- ★ ELEMENTARY SCHOOL LIBRARY MEDIA CENTER STANDARDS OF PRACTICE
- ★ SAMPLE LETTER TO PARENTS (ENGLISH/SPANISH)

CREATING LIBRARY MEDIA CENTER POLICIES & PROCEDURES

The Library Leadership Team develops written policies and procedures for the library media center. A simple one-page policy statement or a more detailed handbook may be created. The statement or handbook should be endorsed by the school administration and by the school leadership council. The staff should know the policies and procedures so that when questions or concerns arise, they have a common base from which to respond.

A library media center handbook should include the **Mission Statement** and the **Vision Statement.** The Library Leadership Team members should be listed along with their roles. The **Goals** and **Objectives** for the current year should be stated so that the whole staff can assist in getting them accomplished.

The **Roles** and **Responsibilities** of administrators, classroom teacher, the faculty library chairperson, and the library aides should be summarized to clarify the differences between their functions in creating a viable library media program.

Policies for the LMC are developed by answering the following questions:

ACCESS /SCHEDULE

1. When will the LMC be open?
2. When and how will students have access beyond the school day?
3. How often will each class visit the LMC? How long will the visits last?
4. When will there be open times for teachers to sign up the class for special research projects?
5. When will students have the opportunity to visit individually or in small groups during the day on a pass? What will be the guidelines for these students?

CIRCULATION

1. Who may borrow books?
2. How many books will be allowed per student, teacher or others?
3. How long may students borrow books? Teachers?
4. What kinds of materials other than books may students borrow?
5. How will parents be notified about students taking books home?
6. What method will be used to check books out and in? (**DESTINY)**
7. Who will reshelve the books?
8. How are lost or damaged materials handled? What if a student cannot afford to replace a lost book?
9. What will be the consequences of a late book?
10. What kind of statistics will be kept on circulation and library use?   Who will   keep them?

<u>SELECTION</u>

1. What criteria will be used to select new materials?
2. Who will be involved?
3. How is input gathered?
4. What is the policy regarding donations?
5. Who will prepare and place book orders?
6. Who will ensure that the bills are paid?

<u>TECHNOLOGY</u>

1. What technology will be housed in the library?
2. What audiovisual resources are available in the library?
3. How will these be housed and circulated?
4. Who will be trained to operate the library automation system? (**See BUL – 6040.1**)
5. Who can operate the circulation system? (**See BUL – 6040.1**)
6. Is the Internet available for all to use? (**BUL – 999.8 -- Acceptable Use Policy**)
7. Must students bring back a signed Acceptable Use Policy (AUP) prior to gaining Internet access and who is responsible for keeping them?

<u>PROGRAM</u>

1. Who will be responsible for instructing and supervising students in the LMC? (**See BUL – 6040.1**)
2. What should students be learning in the LMC?
3. How can students use the library as part of a reading program?
4. How can electronic reading incentive programs be managed in the LMC while maintaining the LMC for research and other activities?

<u>STAFFING</u>

1. Who will staff the LMC? (**See BUL – 6040.1**)
2. What are the roles of the library aide, teachers, students, and administrators in a quality program?

SCHEDULING

ACCESS

Students need the broadest possible access to the school library media center to become avid readers. Three types of access, with varying degrees of flexibility, meet students' needs:

- Open access
- Fixed access
- Flexible access

The library leadership team must incorporate all three types into the schedule to allow for the broadest possible access for students.

FACTORS AFFECTING THE LIBRARY MEDIA SCHEDULE

The list below contains factors that affect the school library media center schedule:

- enrollment
- number of classes per grade level
- special classes
- Reading/Language Arts block
- competing schedules
- recess and lunch times
- Kindergarten and Pre-K schedules
- arrival and departure times
- traditional or year-round calendar schedules
- number of tracks
- holidays
- library media center staffing schedules
- time needed for primary, middle, and upper grades
- technical services needs
- library club meetings.

OPEN ACCESS

Students must be able to come to the library on their own before school, at recess, at noon, and after school. During these scheduled blocks of time, students may browse, read, do research, use technology resources, work on projects, and exchange books. Parents may accompany students on either end of the school day to browse with them and to check out or return books from home.

FIXED ACCESS

Students must visit the library media center with their class at a fixed time and day for a prescribed number of minutes on a regular basis for directed instruction. Primary students often are scheduled for half-hour blocks; students in grades three through six need longer time blocks depending on the program.

The advantage of fixed access is that every class has an assigned time and books are exchanged regularly. The disadvantage is that the time slots are often short and scheduling onto library is arbitrary. The time is often used merely to exchange books and/or to learn an isolated skill. While students need this type of access, they also need the other kinds of access to maximize the use of this valuable instructional time.

FLEXIBLE ACCESS

Students must have the opportunity to come to the library to do sustained, guided work. Flexible access allows teachers to sign up for a series of time blocks so that their students can use the library as a learning laboratory, applying reading comprehension and research skills to projects integral to the curriculum and central to the reading program.

Flexible access allows students and teachers to use library resources at the point of need. It allows classes time to use the library media center to locate, analyze, synthesize, and communicate ideas and information as part of a unit of study. Teachers must plan with the library staff to use this time well. When they do, research shows that this has a positive impact on student achievement.

PUTTING IT ALL TOGETHER

Classes come to the library media center on a fixed schedule every week to every three weeks, depending upon the enrollment. Other classes are scheduled in flexible blocks of time each day for concentrated instruction in research skills and literature or to work on special projects. Students exchange books both during class visits and on passes throughout the day, or during scheduled open blocks. Incorporating open, fixed, and flexible access, allows maximum use of the valuable learning opportunities in the school library media center.

Finally, a block of two or three hours each week should be reserved for technical services. These are tasks that staff need to perform to keep learning resources organized and accessible. These tasks include maintaining the collection, following up with technology problems, training student assistants, and setting up displays.

CHECKLIST OF LIBRARY AIDE'S RESPONSIBILITIES BEFORE OPENING DAY

Library Room Environment

☐ Books are in order and on the shelves ready for circulation**.**
☐ *Sections/shelves are properly labeled to facilitate location of books.
  ☐ *Signage identifying Star, Circle, Triangle books is visible.
  ☐ *Call number ranges are posted on shelf labels for fiction & nonfiction books.
☐ Tables are clear of obstruction and ready for student use.
☐ There are enough chairs for each table.
☐ Shelf-markers are placed at tables and ready for use (color coding by table makes it easier for students to identify their own marker)
☐ A display of library books about an author, holiday or special event has been prepared monthly by the Library Aide.

Circulation

☐ *Patron rosters have been generated from Destiny
    *You can show the ELA how to do this if needed.
☐ Rosters are in a 3-ringed binder arranged alphabetically by the teacher's name.
☐ Letters have been sent to parents defining the student/family responsibility for borrowing library materials.
☐ Policies and procedures are in place regarding student/class use and lost books.
☐ The Library Aide has the schedule of class visits.

Program Management

☐ Orientations will include identifying the different sections of the library, types of books and their location, arrangement of fiction and nonfiction books, handling and care of books, procedures for checking out and returning books, demonstrating the use of shelf markers, proper behavior when entering and exiting the library.
☐ Hours are clearly posted on the inside and outside of the main door.
☐ *Time is scheduled within each day for the Library Aide to reshelve books.
      *You should inform your Administrator of this need **before** the schedule is completed and distributed among the staff
☐ Prepare a form that teachers can use beforehand to inform you on what subject(s) their class will be needing books. (**In Packet**)
☐ Be prepared to provide literature experiences such as read-alouds, book talks, and storytelling as part of your program, if time permits. *Treasure* themes and Common Core should be considered when planning these experiences. (**Throughout the school year**)

LIBRARY MEDIA CENTER
CLASS VISIT REMINDER

Dear _____:
               Teacher

Your class is scheduled to visit the library media center on:

_____, _____, at _____
        Day   Date   Time

Please let me know if the class will not be coming as scheduled.

_____
                                                  Library Aide

==
                          Tear-Off

MATERIALS REQUEST FOR
LIBRARY AIDE

Please have the following available for my class's visit on

_____, _____, at _____
        Day   Date   Time

_____

_____

_____

_____, _____
        Teacher   Room

{School Letterhead}

Dear Parents:

This letter is to inform you of your responsibility with regard to our school library media center home circulation policy.

For success in reading, students need many opportunities to interact with good books by reading them and by hearing them read aloud both at school and at home. It is for that reason that our school library media center policy permits **ALL** students to take their borrowed books home

We will discuss the meaning of responsibility with your child. We will need your help in making sure that the books are kept in good condition and are returned to the school library media center on time. **Parents will be expected to pay the replacement price for any lost or damaged books. (California Education Code section** 48904**)**

The following are ways to help your son or daughter assume this responsibility:

1.   Model careful handling of library books
2.   Help your child to find a safe place to keep books during the borrowing period.
3.   Help your child to remember to return the books on time.

While the books are in your home, we hope that you will:

1.   Read them aloud to your child.
2.   Have your child read aloud to you.
3.   Have your child read silently.

Giving all students access to library media resources at school and at home is one way that we hope to improve your child's opportunity for academic success.

{Principal's Name & Signature}

---Tear Off---

Please sign and return this portion to your child's teacher:

I have read the letter describing the school policy on home book circulation. I have discussed this responsibility with my son and /or daughter.

Parent's signature _____ Date _____

I promise to take good care of library books and to return them when they are due.

Student's signature _____ Room _____

Address _____ Phone No (   ) _____