

Library Media Services Handbook



**For Principals, Librarians, and
Library Instructional Assistants**

2025-26

Library Services Handbook 2025-26



**COLUMBUS
CITY SCHOOLS**

Mission: Each student is highly educated, prepared for leadership and service, and empowered for success as a citizen in a global community.

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1.Introduction

This staff handbook is intended to be a document that is easy to update and that provides a frame of reference for ongoing decisions, changes, and discussions. With this in mind, the Library Media Services Handbook has been prepared. It contains quick answers for the Library Media Specialist, Library Instructional Assistants and support staff about policies, guidelines, and procedures that govern the operation of the Library Media Centers in the district. As changes occur, updates will be noted as a new version or revision.

It is important that Library Media Specialists and Library Instructional Assistants have good organization skills and are accountable for integrating library media resources and skills into the curriculum. This handbook provides information and guidance in the management of resources for easy access by all staff and ultimately students.

2.District Library Mission

The mission of the library media program is to ensure that students and staff are effective users of ideas and information. This mission is accomplished:

- by providing intellectual and physical access to materials in all formats
- by providing instruction to foster competence and stimulate interest in reading, viewing, and using information and ideas
- by working with other educators to design learning strategies to meet the needs of individual students.

District Level Library Goals and Objectives:

Goal 1: To promote academic achievement by promotion of improved, meaningful engagement of students in the following literacies: Information Literacy, Reading Literacy, Media Literacy, and Library-based Technology Literacy.

Goal 2: To improve library staff's ability to collaborate with teachers and deliver standards-based, library-aligned curriculum to Columbus City Schools' students.

Goal 3: To ensure equitable access to library information resources, whether print or non-print whether local or global, and to ensure that staff and students are trained to be effective users of these resources.

3. Library Services Expectations

The regulations/guidelines apply the library philosophy. They are a minimum framework for the library's operation during regular school hours.

- Library services should be available throughout the school day on days when the Library Media Specialist is assigned to the building.
- When the LMC is open and a class library period is missed for an assembly, field trip, etc. the class should be rescheduled, if possible.
- When the LMC is closed because of a holiday, calamity day, conference day, etc. classes do not have to be rescheduled.
- Use of the LMC for regularly scheduled classes should take precedence over non-library related activities.
- LMC staff will prepare 4 Quarterly Reports by the due date, and will provide a copy to the building administrator.
- LMC staff will conduct an Annual Inventory and prepare an Inventory Report, and submit it by the due date.
- The building Principal and LMC staff together will plan inventory time (inventory time can be done throughout the school year but ideally all item scanning should be completed by spring break).
- Article 608 Library Media Specialists: Library Media Specialists shall be paid two (2) hours annually per assigned building, at the supplemental hourly rate, for the completion of book inventory. Such hours shall be completed outside the regular work hours and scheduled at the discretion of the bargaining unit member with the approval of the supervisor. Documentation for such hours shall be submitted on a supplemental timesheet no later than the last Records day of the school year.
- Students must return all checked out library materials two weeks before the last day of school.
- Teachers may check out library materials through the last week of school but should return them by the last week of school.
- When the instructional program requires the use of library materials, selected students may continue to borrow these materials for in-school use only through the last day of student attendance.
- Classes, under the direct supervision of the classroom teacher, may use the LMC for teacher-directed activities during inventory time.
- Use of reference materials may be used by students until the last day of student attendance.

4.Procedures for Librarian and Assistant Absences

Certificated/Licensed Librarians-K-8 and High School

Contractually, when any member of the bargaining unit is to be absent for a full school day, or a longer period, such absence shall be reported to the principal and to the Substitute Employee Management System (Red Rover), if designated by the principal, at least one hour and thirty minutes prior to the teacher's scheduled start time or as soon as possible thereafter. A substitute must be requested. In the case where the assigned school location is not connected to the librarian in Red Rover, or you have multiple locations, in Special Instructions, please indicate the work location.

In cases where the librarian has multiple buildings, the Library Services secretary, (5024), will retrieve absences from the Substitute Employee Management System (Red Rover) and contact the appropriate schools by phone and by email. Remember, this procedure affects only librarians assigned to multiple buildings.

If a librarian does not report for duty on their assigned day and you have not heard from the Library Services Office, please call (5024).

Reminder: Failure to report an absence properly may result in the day of absence being unapproved and may subject the librarian to possible disciplinary action to confirm the employee's status.

Library Assistants

Library Assistants are to let their building principal know of their absence and enter absence in Red Rover. Substitutes for library instructional assistants are available in Sub services. Please request substitutes that have already received training in the library automation software.

5. Librarian and Assistant Duties

Librarian Duties: Assign duties according to the number of days the librarian is in your building. For example, if a librarian is assigned to your building for two days, they should receive 2/5ths of a duty schedule. Librarians who have one building should have a duty schedule comparable to classroom teacher duty schedule.

****For K-8 Librarians** who work in multiple buildings and travel between buildings during the school day, the travel is considered his/her duty. This would apply for the K-8 Librarians on Fridays only.

It is recommended that Library Instructional Assistants are to have no more than one hour of duty per day as planning time is needed for class visits as well as the responsibilities associated with maintaining the library.

6. Librarian and Assistant Evaluations

Certificated Librarians: The Monday morning principal is the administrator of record for K-8 Librarians assigned to multiple buildings.

This includes evaluation and other district level business. When there are multiple building assignments, all administrators should be consulted to provide input for evaluation. Please call 5024 for information on K-8 Librarian schedules regarding evaluation consultation with other administrators.

Library Media Specialists are evaluated on the Licensed Support Professional OTES rubric.

Assistant Evaluations: Are to be completed annually by the building principal. Consultation with the Library Services Supervisor is encouraged.

7.Mileage Cards

The Library Services Office will create a mileage purchase order and mileage form for librarians with multiple buildings ONLY.

Once each mileage form is full, librarians will send their mileage form to the Library Services Secretary to be signed and forwarded to the Treasurer's Office for payment. No mileage form can be processed without a current schedule on file with Library Services.

The district will utilize the website <http://maps.google.com> to establish a standard mileage value for local travel at the current mileage rate.

GUIDELINES FOR LOCAL MILEAGE REIMBURSEMENT

Use <http://maps.google.com> as a tool to calculate and review your driving distances.

- The district may deny payment of any mileage claim over six months old.
- Clearly print the origin, destination, date, and mileage for each trip on your travel form. Indicate ES (Elementary), MS (Middle), or HS (High) for all schools.
- Limit reported mileage calculation to one decimal (tenths of a mile).
- Mileage form must include claimant's name and ID number. The Library Services office will insert the P.O. number and your vendor number if not known.
- Include an address for non-CCS locations including city and/or zip code within Franklin county.
- Round trips must include the final destination printed on the card.
- Mileage is never paid for local trips to/from an employee's home.

8.Scheduling of Classes

Elementary Schools

It is suggested that every student have the opportunity to visit the school library a minimum of once every two weeks. Schools with lower student populations can strive to see all students in one week. Schools with a higher student population will need to create their library schedule so that they see all students every two weeks. It is suggested a maximum of 25 scheduled classes per week visiting the library. This allows the librarian and/or assistant time to reshelv books, collect and repair books, print overdue reports, as well as flexibility to assist other patrons who visit the library outside of their regularly scheduled class time.

It is important to remember that classroom teachers need to remain with classes while students are in the library. It is the responsibility of the licensed teacher to be present during library time.

According to Ohio Revised Code 3319, the activity of an educational assistant shall at all times be under the direction of the teacher. This means it is important to remember that the classroom teacher must be in the library while students are in the library.

Middle & High Schools

It is suggested that every student have the opportunity to utilize the school library on a regular basis. Visits to the library for programming can include but are not limited to checking out books, research projects, information literacy instruction, makerspace and technology assistance. Schedules should be a collaborative effort between the Library Media Specialist and classroom teachers. Library programming should take priority when scheduling events/activities in the school library.

9.Library Budgets

Principals should allocate resources using the following recommended guidelines. The Library suggested budget (from General Fund) is as follows:

- Library - \$12-15 per student per year (to order current print materials, replace lost books, etc.).

Ultimately it is the school administrator who is responsible for providing financial resources for purchasing items for the library media program. It is the library media specialists' responsibility to advocate for the program by making the needs known.

10. Library Curriculum

Instruction in library information skills and use of media and equipment is one of the principal objectives of the school library.

Library instruction should include:

- Orientation of library with classes scheduled at the start of the school year
- Collaborating with teachers and co-teaching library skills that match the curriculum
- Support literacy and enhance academic achievement
- Use of the [Ohio K-12 Library Guidelines](#)
- Use of department based lessons

Library instruction should incorporate the following stands across grade bands: Digital Literacy, Foundations for Lifelong Learning and Literacy, Information Literacy, and Media Literacy. These strands provide four lenses through which kindergarten through grade 12 learners consider and engage with technology and multiple literacies. Together, these strands instill in learners a broad, rich understanding of all types of literacies and the effective use and role of these literacies in their world to ensure they are well positioned to become literate and successful citizens

The Library Media Center and staff can help infuse library skills into the curriculum. Research has shown that library media skills learned in isolation from the curriculum activities of the classroom are seldom retained by even the best of students.

Role of the Principal:

It is vital to have the principal's support of the school library program. It is the role of the principal to:

- Ensure that collaborative planning between the teachers and the library media specialist is taking place
- Plan a school timetable that allows for students to be able to use the library
- Be assured that the budget allocated for library materials is being spent on quality materials to support the school library program
- Provide leadership in implementing the library program
- Evaluate the effectiveness of the school library program based on the Ohio's Library Guidelines for Libraries. In 2021, the Ohio State Department of Education created

Ohio's Library Guidelines for Librarians and Learners. These documents are thorough and cover all the curricular topics from Pre-Kindergarten through twelfth grade.

Role of the Teacher:

The teacher is key to the success of the school library program. Collaboration between the teacher and the library media specialist regularly provides teaching to become a shared responsibility.

To facilitate the development of an effective integrated library program, the teacher should:

- Arrange for planning time with the library media specialist ahead of time
- Provide a list of student topics and an approximate pacing timeline
- Request specific materials to be purchased for program support where needed
- Show interest for the work which students are doing in the library
- Read aloud regularly to all classes
- Develop an understanding of the Ohio Guidelines for Librarians and Learners
- Regularly seek a variety of resources and develop skills of effective media utilization in classroom teaching

11.Cataloging/Processing

District Description

Columbus City Schools serves approximately 50,000 students in 109 schools and academic programs. The total library collection is approximately 900,000 individual titles with over 600,000 materials being circulated each academic year. The collection encompasses both print and non-print items including, but not limited to, audiobooks, DVD's, downloadable electronic books and audiobooks, and equipment that are all selected to meet the diversified needs of our students.

Mission and Rationale

The purpose of this policy is to provide for the Columbus City School District a statement to communicate standardized procedures and policies for materials to be circulated throughout the CCS Library Media Centers. These policies will help maintain consistency in cataloging procedures between all district buildings. Cataloging and processing materials for use in district library media centers is a professional duty and responsibility of the Library Media Specialist with support from other personnel as designated.

Maintaining an accurate, consistent and updated catalog is important for the equitable and uniform dissemination of information within the district. It allows faculty and students to find materials and information quickly, maximizing use of all school library resources.

Follett Destiny is the software currently used to circulate and catalog district library media center materials

Rules and Standards of Cataloging and Classification

RDA (Resource Description and Access) Rules will be used as a cataloging standard. RDA Core Elements will be required for all bibliographic records and MARC records. The Library of Congress Authority Files will be used to create descriptive access points for bibliographic records. All materials should receive full level cataloging where feasible a minimum of level 2 cataloging should be used.. The Sears List of Subject Headings will be used for authority control of subject headings. For non-fiction materials Dewey Decimal Classification will be used.

Bibliographic Records

A bibliographic record is a type of MARC record that represents a library material. In a school library catalog, the goal is to create one good bibliographic record for each district edition of a material and to attach a local holding for each copy. Creating duplicate records clutters the automated system, leads to inconsistency among records, and makes searching the catalog confusing. Cataloging will be done using MARC records downloaded from approved vendors when available and original cataloging by Library Media Specialists using standardized procedures.

ISBN USE

Today some retail booksellers and publishers choose to use proprietary ISBN numbers. When locating books using Follett Destiny *Add Title* feature those proprietary ISBN numbers may not locate the title in which case the original publishers ISBN or other data points of the book (e.g. title and/or author) may be used to add a title to the catalog. The proprietary ISBN can be added in the 020 Field of the marc record.

Collection Types

In Destiny Follett (found in the add copy or edit copy) collection types are groups of materials that share the same theme, genre, or subject content. In special cases, Collection Types can also refer to materials that are housed together in a separate physical location regardless of subject, such as an audiobook collection.

Each bibliographic record can only be assigned one Collection Type, but given that each library is organized differently it is nearly impossible to assign a Collection Type that will be relevant in every library.

When assigning Collection Types, the following is considered:

1. The theme, genre, and subject content of the material;
2. The Collection Type of similar materials;
3. How the material is collected in the majority of libraries in the district.
4. How the material is best used in the local building collection.

Cataloging Specifications

These specifications are used to easily find books within the library. They are generally systematically arranged using the groupings of fiction, nonfiction, biography, reference and professional. However, depending on the grade level and variety of the individual library, there might be other options - all options will be listed/defined below:

Fiction:	FIC with first three letters of author's surname
Nonfiction:	Dewey classification up to two decimal points with the first three letters of the author's surname
Individual Biography:	B with first three letters of biographee's surname (NOT the author) or the first three letters of the person's first name if commonly known as ...eg: Madonna.
Collective Biography:	920 with first three letters of author's surname or title of multiple authors or editor
Easy Fiction:	E or FIC/dewey number depending on the use within the library
Short Story:	808.8 with first three letters of author's surname or FIC.
Foreign Language:	location designation assigned by subject eg: a french copy of the the Three Musketeers would be FIC DUM. Language designations can be placed in the marc records and on the spine of the book.
Reference:	REF above class number with first three letters of author surname
Professional:	PROF with the class number assigned by subject

Genrefying Library

At this time there is no policy regarding the genrefication of individual libraries.

Procedure to follow when adding a copy to the catalog.

In an effort to keep the library online catalog as clean and accurate as possible, please follow these guidelines.

1. Search for the item in multiple ways (ISBN,title, and/or author) since some vendors put unique barcodes on items and all fields may match except for ISBN. First try to match using the ISBN on the back cover of the book. Second, check the title page for additional ISBNs that can be used for matching.
2. Use 5 match points as criteria for adding a copy to an existing record:
020=ISBN
100=Author
245=Title (must be exact)
260=Publisher and copyright date
300=Physical description

If one of these does not match (with the exception of ISBN-see #1), you should follow the procedures for *adding a new title*.

3. LIA and LMS are able to “Add Copies” in Destiny. LMS are able to “Add Title” in Destiny. The *add new titles* feature is the responsibility of the Licensed Library Media. Library Assistants should save those items not in Destiny for the LMS to add to the catalog and then the LIA can “Add Copies.” LIA’s should use ‘add copy’ in Follett Destiny Please ask for help if you are unsure or have questions. Training will be provided to add copies .
4. When adding copies, **use all capital letters** for Call Numbers. (e.g. E SMI, FIC SEU, 398.2 KEL, B OBA) on Spine labels Call numbers should be capital letters as well as the Cutter designation. They should be centrally located on the spine label. (FIC, CASS, REF, B)
FIC location prefix
ABC Cutter number

Make sure that you change the circulation type to correspond with where the item is going to be cataloged and shelved. For instance if the item is FIC SHU, the circulation type should be Fiction. Note: When LMS imports MARC records, under “Assign Copy Information” select “Update” then change “Circulation Type” from the default of “Regular” to label based on Call Number.”

Also check the vendor’s call numbers on the report from the vendor. Sometimes they need to be edited. Ex: Fic Shu but it should be FIC SHU.

The table below should simplify how circulation/material type is cataloged within the CCS OPAC.

Material Type should not be confused with Circulation Type.

Material Type refers to physical qualities of the item.

MATERIAL TYPE	MATERIAL INCLUDES	ASSOCIATED CALL NUMBER PREFIX
Circulation Type		

Book, EBOOKS	Biography Collective Biographies Fiction Nonfiction Story Collections Professional Collection Picture Books, Emerging Readers Graphic Novels EBOOKS PAPERBACK BOOKS	B 920 FIC DEWEY NO. FIC PROF E 741.5 OR SUBJECT SPECIFIC DEWEY NO. EBOOK Paperback books may have PB and housed in a separate collection. In some schools they may be classified as Fiction and housed within the fiction collection.
Audio Recording	Playaway (MP3 players with books) Downloadable Audio Books Compact Discs (CD) Cassette Sound Recordings (Musical) Long Play Record	DAD (digital audio device AUBBK CD CASS CD LP
Video	DVD VHS	DVD VHS
SERIALS	PERIODICALS BOOKS ISSUED IN SERIAL format	SER or dewey number depending on format and acquisition of materials
PICTURES, STUDY PRINTS, PHOTOGRAP HS, CHARTS	eg: Picturing America prints	PRINT

Equipment	CHROMEBOOKS HEADPHONES LCD PROJECTOR ELMO DVD PLAYERS VIDEO PLAYERS TV/VIDEO (DVD/VHS) COMBO (MAY INCLUDE CART) TV ON A CART CASSETTE PLAYERS MAKERSPACE MATERIALS (CROCHET HOOKS, KNITTING NEEDLES, ETC) May include a third line designated exact piece. MP3 PLAYERS NOOKS KEYBOARD (MUSICAL) STAND (MUSICAL) BENCH (MUSICAL)	EQUIP CHRBK EQUIP HDPH EQUIP LCD EQUIP ELMO EQUIP DVD EQUIP VHS EQUIP TVC EQUIP TV EQUIP CASP EQUIP MAKE EQUIP MP3 EQUIP NOOK EQUIP KEY EQUIP STAND EQUIP BEN
KITS	Multi component inter-related materials Flashcards Games Mixed Material	KITS
Artifacts	artwork sculptures cups	ARTI
Computer files	CD-Rom	Archaic technology although some still exist in OPACS at some schools.
MAPS, GLOBES, ATLASES	Can be cataloged as traditionally done in the school with material type selected: maps, globes, atlases.	

DEFINING THE DIFFERENCE BETWEEN KIT AND MIXED MATERIAL

A helpful way to determine which code to use is by looking at definitions for kits and mixed materials. The Anglo-American Cataloging Rules (AACR2) define a kit as an item containing two or more categories of material, in which no one item is determined to be predominant. AACR2 does not give a definition for mixed materials, so with just the definition for a kit it still is not clear as to when code p

would be used. RDA does not provide a definition for either. The following definitions from the MARC 21 Format for Bibliographic Data help make it clearer.

MARC 21 defines a kit as a mixture of various components issued as a unit, where no one component is predominant, and with the intended purpose for instructional use. An example of a kit may be a package of assorted materials such as a set of school math curriculum materials which includes rulers, clocks, number lines, pattern blocks, activity cards, teacher guides, etc.

The definition of mixed materials in MARC 21 is two or more forms of materials that are usually related by having been accumulated by or about a person or corporate body. The intended purpose for these materials is for other than instructional use. An example of mixed materials could be a “package/item” containing a book, sound recording, video and photographs of an individual person.

When cataloging an item with multiple materials, examine the materials that are contained in the item as to predominance and purpose of use to determine which code to use in the Leader “Type of Record” position. School libraries would only on very rare occasions use code p for mixed materials as most materials in the school library are used for educational purposes.

See Appendix A for Abbreviated Cataloging Best Practices

12.Processing

All new book orders should be placed with full processing. Full processing is set up with the individual vendors and includes: 2 barcodes and a spine label each covered with a label protector.

Placement of the labels:

- Barcode on back cover placed vertically, starting ½” from top, and ½” from spine
- Barcode 2 (Optional but recommended) on the title page.
- Spine label placed approximately ½ - 1” from bottom on spine.

Use a label protector or book tape to cover each label. Place a property label or stamp on the inside cover of the book. Elementary schools add an alphabet label to the spine either just below or above the spine label. Be consistent with the color of the alphabet letters: Yellow for Easy, Blue for Fiction, White for Biography. Middle Schools and High Schools often add a genre label to the spine either below or above the spine label.

All CCS library staff receive training on running the library report for creating and printing labels for books being added to the catalog. Video tutorials are available in Follett and on the CCS Library Services site.

13. Materials Selection Guidelines

Diversity is a source of knowledge and must be taught and celebrated. Our differences make us unique and bring distinct and independent perspectives to teaching and learning. Library materials should be representative of the differences in the world using Board Administrative Guideline 2520.

14. Complaints About Instructional Materials

The Board of Education recognizes and respects the right of students to have free access to many different types of instructional resources (textbooks, instructional materials, workbooks, educational software, and library books) and the right of the District's staff to recommend instructional resources consistent with the Board's educational philosophy and goals. All complaints will be handled according to Board Policy 2525.

15. District Online Catalogs & Electronic Resources

The Library Services department within CCS is the central library resource office for Columbus City Schools. We provide an online catalog [Follett Destiny](#) and [INFOhio electronic resources](#) as well as [Sora, by Overdrive](#) for ebooks and audiobooks to the Library Media Centers.

16. Accepting Gifts/Donations

Any gifts or donations from an individual or company that exceed \$1000 in the calendar year must be approved by the Columbus Board of Education. Contact your school secretary and building administrator to submit your donation request to the Superintendent's office.

Unless prices are provided, the following default prices are for gift items:

Books \$20.00

Paperbacks \$10.00

Reference \$50.00 (subject to the value of the item)

eBooks \$30.00

general supplies/Makerspace items \$10.00

17.Book Fair Procedures

A Book Fair promotes reading as a recreational activity and is a source of revenue to a school library. A Book Fair should be a calendar event and carefully planned. The best months to host a book fair would ideally be October through April although it is acknowledged that it is ultimately under a school's discretion and the treasurer deadline.

Students' participation should not interfere with their instructional time during the school day. Students should attend during their free time such as lunch, recess or study times. Ideally, a book fair can coincide with other evening events such as parent/teacher conferences.

Library Media Specialists and Library Instructional Assistants should be granted one day prior and one day after the scheduled book fair to assemble and disassemble the book fair display and reconcile paperwork.

There are several vendors to choose from such as Scholastic, Literati, and Barnes & Noble. Check with your CCS building treasurer to identify pre-approved vendors and to understand the fundraising procedures and timelines.

Proceeds from library sponsored Book Fairs should be spent on library items

18.Circulation Procedures

A circulation record must be maintained to ensure proper record keeping and serve as a basis for overdue notification. Circulation statistics are noted on the Quarterly Reports.

The following chart details the district circulation profiles. However, checkout limits and duration can be changed at the local level.

Patron	Maximum # of Checkouts	Maximum Duration	Checkout Limit w/overdues	Bill Threshold
Elementary	2	1 week	4	NA
Middle School	4	2 weeks	4	\$50.00

High School-grades 9-12	4	2 weeks	4	\$50.00
Faculty	100	6 weeks	100	\$2500.00

Overdue Materials

Elementary School Libraries

Students with overdue library materials will be restricted from borrowing additional materials equal to the number of overdues (or up to four items total according to circulation policies), until the items are returned or replacement fees have been settled. At the Principal's discretion, borrowing may be fully restricted or permitted. The library associate will print overdue notices on a regular basis and will deliver or email them to students. The library associate may mail overdue notices to parents of students with long overdues.

Long term borrowing restrictions should be avoided. At minimum, the library associate will review the list of long overdues with the building principal before the end of each semester. The intent of this review is to determine how best to clear all student library records in order to restore borrowing privileges. A solution may involve working with a student's classroom teacher to ensure that his/her checked out books remain in a designated location in the classroom.

The recommended procedure is for library materials overdue more than 90 days be marked lost, thus initiating a replacement fine in Destiny. If the item is found and checked in or paid for, the fine will be resolved and clear the students record in Destiny.

Students with overdues will continue to have full access to library activities and materials during their scheduled visits to the library. Students with overdues may not be singled out while in the library, i.e. these students must not be restricted to designated seating areas, have their overdue status announced in front of the class, etc.

Year-end elementary and middle school overdue/lost fines and end/new year procedures

Grade 5 elementary students who still have missing or damaged library book fines unpaid at the end of the school year will have their account cleared and start middle school with a clean slate. This is due to our philosophy that issues, which may be beyond their control, such as living in multiple households or attending an after school childcare facility daily, should not penalize the students.

The library associates will be sure students starting middle school (usually 6th graders) have their accounts cleared as well so the students can begin checking out in middle school without the stigma of a fine owed. However, the expectation is, from middle school until they are seniors, the

finest will follow them from year to year. Middle school librarians will need to advise students that this is different because now they are older and more mature.

Middle/High School Libraries overdue/lost fines and end/new year procedures

Students with overdue books may be restricted from checkout, with the exception of materials necessary for class assignments. Such *required* materials may have limitations made, such as use in library only or one-day checkout, to ensure no additional loss of district property. Long overdue books (90 days or more) may be considered and marked lost thus moving a replacement fine into Destiny along with any fines for damaged materials.

Fines for library materials may move from one grade in high school to the next, including from middle school to high school.

19. Interlibrary Loan Guidelines


Interlibrary loan (ILL) requests allow for the sharing of resources throughout the district's libraries. Library staff are encouraged to borrow and lend to meet the information needs of all CCS library patrons. There are occasions when the librarian declines to lend a resource that is missing, fragile, expensive, new, or popular. Having access to resources outside of your library should not replace ongoing collection development for individual school libraries. All CCS library staff receive training in Follett Destiny on the full ILL process. There are many help documents and how-to videos provided in Destiny and on the CCS Library Department website: see Library Tutorials and Forms > Destiny Forms and Tutorials > Holds/ILL in Destiny Video Tutorials.

Borrowing Library:

1. Librarian checks the destiny catalog for a patron request.
2. If the borrowing library does not currently own the item but a copy is seen at another location, it's time to make an ILL request for the patron. Note: The librarian will consider the patron's current loan status and express the importance of care and a timely return.
3. Circulation tab - search and select the patron requesting an item.
4. Select Holds/ILL on the left, then "Add Hold" bottom right.
5. Type in the title of the book and select "All participating libraries" > Go
6. Under Requesting, default is "As soon as possible." If selecting multiple copies of the same title, change to "Reserve for a specific date." > Save

7. See Follett Help and/or Community for additional information on placing an ILL request.

Fulfilling a loan request:

1. When your school receives a loan request you will see:  this alert. Click the flag to view the request(s).
2. Look under “To be filled by [your school]” and find the requested book on your shelf, matching title and barcode.
3. Click “Ship it” and print the shipping label.
4. Mail both to the requesting school library through interoffice mail.

20. Social Media Guide and Technology

The proliferation of social media on the World Wide Web is changing the face of education and how educators teach and interact with their students. Using social media to achieve a defined instructional outcome is enriching to both students and educators. Social Media and Technology used within the library connects learners with the skills, tools, and information they need to live and work in the digital age.

Technology and social media channels can be used within the library for different purposes. Some will be used for information communication, Content creation and knowledge organization.

The Acceptable Use Policy (AUP) delineates the terms for using the district’s computers. Everyone, students and staff alike, must agree to follow the policy before accessing the Internet through district resources. The district is also required by The Children’s Internet Protection Act of 2000 to protect students and educators by providing filtering from potentially harmful or inappropriate sites. However, filtering doesn’t block access to every inappropriate website. Educators should be familiar with the district’s AUP and evaluate all sites before use. (see CCS AUP Policy Appendix B)

Internet safety can be a greater concern with the use of social media. Some practices to ensure students are safe on the Web are listed below:

- Educate students BEFORE they go online. Library Services is in the process of creating a Digital Literacy course on Canvas. Library Staff can refer to this course for additional resources.

- Monitor students. A controlled lesson with defined outcomes gives stability if you are just starting to use social media.
- Follow guidelines in the CCS Acceptable Use Policy for reporting and handling any problems that might occur while your students are online.
- Keep in mind that there is no right to privacy while using Columbus City Schools' equipment, networks, and portals. CCS retains the rights to monitor, edit, remove, and pursue violations of its AUP.
- ***Think Before You Click!*** Work on the assumption that anything that's posted on the district's network could be hacked and exposed to everyone on the internet.

21. Weeding Procedures

Weeding is an essential part of collection development to maintain an up-to-date, relevant collection. Weeding should be an ongoing process that supports the curriculum and follows the collection development guidelines and selection procedures. Library Media Staff should consider the following when determining which materials to discard or keep.

Considerations for Removal

1. Physical condition – broken binding, falling apart, torn or missing pages, writing or other damage
2. Copyright date – inaccurate information, outdated topic, and/or short-lived materials
3. Content – supports the needs of the students and curriculum of the school
4. Circulation – number of checkouts, date of last check-out

In Destiny, reports may be set up to list titles based on publication date, last check-out date, and number of checkouts. It is also suggested to do a Titlewise Analysis in Titlewave. These reports would aid in selecting titles for discard.

Considerations for Retaining

1. Classics, award winners, inclusion on required reading list
2. Out-of-print items that might be part of curriculum requirements
3. Items of local interest or history
4. Material unique in terms of content, format, and/or illustrative technique
5. Resources that are necessary for unbiased representation in subject areas

Deselected items should be removed from the Destiny Catalog and disposed of in the manner prescribed in CCS board policies. Once weeding is complete, the following steps should be followed:

1. Delete item/s in Destiny and select track as weeded.
2. Remove or black-out barcode/s
3. Black out any reference of the school and the district

Boxes of obsolete and/or damaged volumes should be sent to Book Processing at Hudson Center for recycling. Boxes should be clearly marked “Pulp.” Small amounts of discarded items may be put into recycling cans within school buildings and clearly marked as discarded.

22.Textbooks

Questions and guidelines for textbooks should be directed to building principal and Book Processing, Donald Jackson, at 365-5059 or djackson9110@columbus.k12.oh.us.

23.Quarterly and Annual Reports

Please complete all quarterly reports using the **CORRECT** Google Form. Form address will be sent via email approximately one week before the due date.

24.End of Year Procedures-Closing the library

Libraries are to remain open to students and staff until the last school day of the year. The final date for student checkouts and the compulsory return date are each determined annually based on the school-year calendar. These dates are entered into the Destiny Calendar by the CCS Destiny Administrator. Each librarian, with administrator input, should decide upon an end date for scheduling classes into the library. This date should be made public within the school building.

End-of-Year Library Tasks:

- Make staff and students aware of the final checkout date and compulsory due date. (e.g., post signs, email staff, and write morning announcements)
- Inventory should be completed annually. Scan every barcoded item. Run the “Unaccounted For” report. Look for and scan each found copy into the inventory to change the status to “Accounted For” in the inventory. Library Media Specialists are to “finalize” the inventory in Destiny. The Library Media Specialist will determine the appropriate time to delete the lost copies.
- Run Overdue and Fine notices: Library Reports > Circulation > Current Checkouts/Fines > Checked out/Overdue Materials > select and run All that are Currently Checked Out and Unpaid Library Fines.
- LMS - Provide a Student Fee Payment Flyer attached to a printed fine notice for each student who has a lost book fine. The Student Fee Payment Flyers can be found for printing in Library Forms on the CCS Library Services site.
- If the Librarian and administrator wish to provide a book replacement option in lieu of a fee entered into Infinite Campus for lost books, provide the student/family with a Book Replacement Flyer explaining your criteria for an acceptable replacement, suggested titles, local book retailers, and a due date for the replacement book(s).
- LMS - enter Lost Book Fines as a fee in Infinite Campus. Instructions for doing this can be found on the CCS Library Services site under Library Tutorials and Forms > Infinite Campus Forms > Adding Individual Student Fee in IC.
- Turn off scheduled overdue email notices in Destiny to prevent students from receiving notices throughout the break.
- The Library Annual Report should be completed and submitted via Google Form. Thorough instructions are included on the form.
- Send a copy of the annual report to the school administrator and an optional State-of-the-Library report or Infographic.
- Remove or suspend scheduled reports in Destiny.
- Reconcile Interlibrary Loan items. Email Librarians for items with “Returning” status to determine if the item is in transit or possibly lost. Consider asking the librarian of the borrowing library to check his/her shelf for the outstanding item with a “Returning” notice.
- Secure and store all electronic equipment: computers, monitors, scanners, eReaders, etc.

Appendix A: Cataloging Standards/Best Practices

- **Call Number**

Must be in ALL CAPS

Fiction

FIC first 3 letters of author's last name

Example: J.K. Rowling

FIC ROW

Easy

E first 3 letters of author's last name

Example: Mo Willems

E WIL

Biography

B first 3 letters of subject's last name

Example: Helen Keller by John Smith

B KEL

Collective Biography (a biography about more than one person)

920 first 3 letters of subject's last name if subjects have the same last name

Example: Venus and Serena Williams by Martha Quinn

920 WIL

920 first 3 letters of author's last name if subjects have different last names

Example: Famous Hispanic Authors by Jude Martin

920 MAR

Edited Titles

Call number is determined by the first three letters of the title of the book, minus articles (the, a, an). Example: FIC BLA for Black Boy Joy edited by Kwame Mbalia.

Nonfiction

Call number then first 3 letter of author's last name

Example: Weather book by Seymour Simon

551.5 SIM

For our libraries it is rarely necessary to go beyond 2 numbers past the decimal point, we cut off a nonfiction Dewey number after the hash mark.

- **Price**

When you enter a **price**, please round up.
9.99 becomes 10.00
Please give everything a price/value

- **Circulation Type**

Circulation Type need to be changed **from** regular
Please remember Book is not an acceptable material type

- **Save Copies** (Remember to Save when you are done)

Exceptions and quirks

Authors with three names

Lynne Reid Banks
FIC BAN

Authors with hyphenated names

Sue Michael-Ross
FIC MIC

Kate DiCamillo

FIC DIC

Tomie DePaola

FIC DEP

Megan McDonald

FIC MCD

Jane O'Connor

FIC OCO

Matt De le Pena

FIC DEL

No author---use first 3 letters of the title

813

This is the Dewey number for American Fiction so use FIC

