**Documenting School Library Procedures**

**Library procedures need to be determined in consultation with your Principal or delegated line manager** – ideally with input from the school's library committee.

Procedures need to be reviewed with the Principal regularly. This process ensures that procedures are meeting the needs of the school community and not hindering the desired services, goals and priorities for the school’s learning community.

A procedures manual, serves to enable the school library services to continue efficiently and for records be maintained consistently, in the case of staff absences.

Some guiding questions to assist with this process are listed below.

**CIRCULATION**

**Loan Procedures**

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| Are all staff are requested to learn the basic procedure for loan of items?  Who manages loans when library staff members are unavailable?  How many loans are students permitted to have? Does this vary for different year levels? How long is the loan period? Do all items have the same loan period e.g. it often takes student longer than a week to read a novel   Can items be renewed? If so for how long?  Will there be a reservation system? How will it be managed?  Will some resources be restricted to staff or particular year levels e.g. some senior fiction for readers with parental permission  If the resource is in high demand but short supply, will the loan period be restricted e.g. 'hot speed reads'?  Will an overnight system operate for some resources/ equipment? |

**Bulk Loans**

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| How will long term loans be managed e.g. term, year long  Will extra staff time be required to handle borrowing and returning of bulk loans? E.g how to manage end of year bulk returns |

**Overdue, lost or damaged items**

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| When are notices to be circulated?  How will they be distributed e.g. list in pigeon hole, emailed to class teacher  On non-return of items – when will parents be notified and how?  Are students and teachers required to pay for lost resources? Is this a nominal amount or replacement cost? When and how is this levied?  Who makes the decision about when borrowing rights might be suspended? E.g. multiple missing resources.  Lost and damaged items:- what are the consequences for losing or damaging an item? What options are available if borrower is unable to afford to pay the charge? Will the library accept an alternative item offered by borrower? |

**Students Leaving**

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| What is the process for checking that students transferring form the school do not have items on loan? Is there a standard release form, does this include notifying the library staff of students leaving the school. |

**BACK UP PROCEDURES**

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| Are systems in place for backing up of data? Are backups taken offsite? Please not Libcode Library Systems 3 back ups policy. |

**Beginning of Year Routines**

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| How are borrower and staff files updated? E.g. Maze inload or manually.  Expectations for inducting new staff? E.g. how to use the catalogue to borrow resources or other procedures. |

**COLLECTION DEVELOPMENT**

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| How will curriculum needs and recreational needs be balanced? How will resources be selected? Will spending be planned? Is bias evident in the collection? How will priorities be established? What tools are used to review resources?  How will gifts and donations be managed? Who will decide if gifted resources are appropriate? What happens to it if it is not? Will sponsored material be accepted?  Will gifts given under conditions be accepted e.g. artifact displayed at all times?  Special collections – cultural collections |

**Challenge materials**

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| Many classics have been challenged in the past. Just because a book is challenged does not mean that it is automatically removed. What processes will be put in place to deal with challenges? How will concerns be reported and dealt with? How will feed back be given? Will a standard form be used do document the objection?  Will notes be added to the circulation system or borrower records with warnings about who can borrow titles. |

**New Acquisitions**

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| How will new resources be acquired? Who will be responsible for placing orders?  What process will ensure that resources are not unnecessarily duplicated?  Are there preferred suppliers? Is there a policy to support local business?  What notes will be included on purchase orders re back orders e.g. please cancel back orders if unable to supply by …  Will unsolicited book sellers welcome to set up displays of books for sale? How will orders be placed, checked against existing holdings?  Will the library use standing orders, subscriptions? Will unsolicited resources be accepted? |

**Culling**

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| To ensure that collection remains relevant, accurate, current and attractive.  Who will be responsible for weeding? What happens to weeded resources? What materials are not to be weeded? |

**Processing**

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| Each library will have a unique system for processing materials depending on staffing, volunteers etc A flow chart outlining the procedure is useful.  A flowchart may also assists in explaining why it takes time to get a resource from shop to shelf. |

**Cataloguing**

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| Are there site specific codes, fields used that would need to be further explained? E.g. fields for reading recovery levels, general material descriptions, curriculum codes/ keywords, site codes e.g. LSR = learning support room  Are the details for accessing SCIS recorded? |

**Stocktaking**

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| Timing and frequency of stocktake.  Extent of stocktake: Will the whole library undergo stocktake at one time or will sections be done throughout the year or across a number of years. How will records be kept of what sections are to be done when?  What is the most appropriate/ convenient/ least disruptive time to stocktake  Procedure: what is the process for the stocktake? Who will be involved? What reports are required e.g. missing books |

**Staffing / Volunteers**

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| What are the typical requirements of staff? How are library staff able to assist classroom teachers? How is this promoted? E.g. induction; beginning of year briefing  **Parent helpers:** How can parents assist – what opportunities are available for parents to help – book fair, covering, book club, repairs, setting up displays, storytelling.  How will issues of confidentiality be handled?  Library Monitors: How are students chosen? How will they be trained? What tasks can they perform? How will they be acknowledged? |

**TIMETABLE**

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| Will a flexible time table operate? Can students lend and return books at times other than library times? Will younger classes have fixed borrowing times? Will these be on a designated day/ days to free up the library for block flexible booking?  Is there an online booking system for library spaces, rooms, equipment? Where is the booking system located? e.g. file location on server |

**Organisation of Library**

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| How is the collection organized? Are there sections fiction, junior fiction, quick reads etc? How are the sectioned shelved e.g Guided Reading  What location codes are used?  Digtal Resources: how are digital resources designated and stored  How does the library provide access to online resources? Does the library have an online catalogue? How and where can students and teachers access the catalogue?  Special collections e.g. cultural collection |

**Welcoming Environment**

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| How do you make the library and exciting and welcoming place?  Uses of various spaces:- quiet areas, group areas  Procedures for booking space? |

**Other**

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| Do you promote a commercial book clubs?  How many book fairs does the school have a year? Are there conditions around hosting a book fair? E.g. limit access to gimmicky items  Do you seek to support local suppliers where possible?  Does the school have a library committee? Who are the members? When do they meet? Who creates agendas etc |

**Reference**:

Punshon, Marianne, and Caitilin Punshon. *Managing for learning: issues for*

*primary school libraries*. Carlton, Vic.: School Library Association of Victoria, 2006. Print.