Organization and Management of District Media Center Collections

This manual is intended to reflect the evolving needs of our school community and advancements in media center practices. Our school libraries are the heart of our academic ecosystems, serving as a hub for inquiry, exploration, and collaboration which houses a rich collection of books, digital media, and research tools designed to support students, educators, and parents alike. Through thoughtful cataloging practices, we ensure that these resources are not only available but also easily accessible to our diverse community of patrons. Together, we can ensure that our resources remain relevant, accessible, and aligned with our mission to inspire and educate.

Library Media Mission and Vision Statement

Our mission is to encourage patrons to become life-long readers by equipping them with the knowledge and tools they need to thrive academically and socially by providing them with access to a well-organized and diverse collection of resources.

District #201 envisions empowered students who become life-long readers to gain knowledge, respect differences, think critically and open doors to future opportunities. To that end, as a district we:

➢ Provide patrons access to a diverse collection of print and digital titles

➢ Provide patrons with access and instructions to utilize a database to locate our holdings

➢ Provide patrons with programming encouraging reading, creativity, & acceptance

➢ Provide patrons with opportunities to gain experience in Digital Literacy & Digital Citizenship

Introduction

The purpose of this manual is to create consistency in cataloging practices, support the school's curriculum goals, and foster an efficient and user-friendly media center environment for all library patrons under the guidelines of our broader district policy manual governing our library media program; found in section 6:230.

Cataloging is a vital process for any educational institution, as it provides a structured method for organizing resources, ensuring accessibility, and enhancing the learning experience and activities throughout our district media centers, with the ability of expansion into classroom libraries. This manual is designed to guide staff, paraprofessionals, librarians, and administrators in implementing effective techniques tailored to the specific needs of Dakota Community Unit School District #201.

Through effective cataloging, we aim to create an inclusive learning environment that supports exploration, imagination, and intellectual growth. We believe in the power of information and education to transform lives and are committed to making our collection of holdings easily accessible to all patrons of our school community.

Hours of Operation

The libraries are open from 7:50am- 3:15pm every school day. Dakota Elementary school designates the library as one of three special rotations along with art and music classes. The special rotation occurs using an A, B or C Day methodology. Every day the library hosts 35-minute classes of students from kindergarten to sixth grade beginning at 9:15am and ending at 2:15pm.   In addition, the library also conducts four 20 minutes of read aloud and check- outs for the Daycare and Pre-school classes at 8:30am on Tuesdays and Wednesdays, and 8:05 and 2:25pm on Thursdays. The High School library is open for patrons and full classes to visit, without a set schedule of classes that occupy the library space.

Patrons

All patrons of our library are issued a patron number (P#). The P# and corresponding bar code is then organized based on their status as a student, faculty, community member, etc. Each patron who is in good standing can check out library materials. The number of items that a patron can

check out is determined by the patron's grade level as well as responsibility shown. Most students will be allowed to check out up to four books if they have no overdue books. The condition of books returned may also dictate the number of check outs a patron can acquire. The software provides a history for each patron which may be reviewed when determining when books can be checked out. Throughout the school year, verbal and paper overdue notices will be given to patrons who have materials that are overdue. If the material is not returned within 60 days of the overdue item, the item will be marked lost, which will generate a fine. The fine is based on the cost of the item when it was acquired. Library staff can lower the fine or even waive the fine when the item is over 10 years old or had not been frequently circulated. All fines are paid and documented in coordination with the front and business office staff.

Selection and Acquisition of Materials

The acquisition of materials for the school media centers is a multi-faceted process. The acquisition committee consists of four to seven individuals who serve a two-year term and agree to meet at least one time per quarter. The committee is charged with reviewing the Title Wise Collection Analysis report, the curated lists based on award winning titles, and patron requests. This data driven process ensures identification of aged or highly circulated titles that need to be updated or added, as well as academic needs, while supporting the diverse and popular leisure interests of our school library patrons.

Library holdings will support the curriculum and educational goals of the school district and the school building in which they are located as well as mandated instruction. Faculty and staff are encouraged to actively participate in the acquisition committee by requesting materials that support their teaching needs. The year's award books from Caudill, Newberry Medal, Bluestem, Monarch, Caldecott books, and Lincoln Award books will be evaluated for purchase, as well. Donations and other acquired materials will be considered using the same selection criteria as other purchases.

The agenda of the quarterly acquisition committee will include a review of materials that have been suggested for purchase, to include:

- Support and enrich the curriculum and students' personal interests and learning

- Meet high standards in literary, artistic, and aesthetic quality; technical aspects; and physical format

- Be appropriate for the subject area and for the age, emotional development, ability level, and social, emotional, and intellectual development of the students for whom the materials are selected

- Accurate and authentic factual content from authoritative sources

- Favorable and age-appropriate title reviews by Association for Library Service to Children (ALSC) Notable Children's Books, Young Adult Library Services Association (YALSA) Best Books for Young Adults, or other standard book reviewing sources based on preview and examination of materials by professional personnel.

- Exhibit a high degree of potential user appeal and interest

- Representation of diverse viewpoints on controversial issues by providing global perspectives and promoting diversity by including authors and illustrators of all cultures

- Include a variety of resources including print and non-print such as electronic and multimedia (including subscription databases and other online products, e-books, educational games, and other forms of emerging technologies)

- Demonstrate physical format, appearance, and durability suitable to their intended use

- Balance cost with need

A google spreadsheet named Library Materials Acquisition is utilized by the committee as the standard matrix evaluation tool. This layout ensures selected materials meet the specific pedagogical and professional standards identified above to ensure our media centers' acquisition of materials is a sound, documented process.

Multiple vendors and resources are utilized to procure high-quality print and non-materials as we confer with our acquisition committee purchase list. In addition to our district budget and grants, our library is supported financially by two book fairs hosted by the Parent Teacher Organization (PTO). The four vendors below are the most utilized sources for acquisition of our library holdings:

- **Titlewave**: Titlewave is our most trusted platform which is integrated into our Follett Destiny software account. Leveraging our collection data analysis, Titlewave provides curated lists of materials to enhance gaps we may have within our current holdings. This syncing of data ensures our purchases align with our current classification (Non-Fic, FIC, GN, B, and E), collection size, diversity, reading levels, genre, student wellbeing, award books, educational standards, and curriculum requirements.

- **Scholastic:** Scholastic offers access to current and engaging titles, fostering literacy, and encouraging recreational reading among students.

- **Amazon Business Account:** The convenience of our Amazon business account with the integrated Purchase Ordering (PO) feature allows for quick acquisition of specific titles or niche resources that may not be readily available through traditional educational suppliers.

- **Palace Project AKA eRead Illinois:** Palace Project acquired eRead Illinois which offers an extensive electronic database comprising e-books, articles, and other materials available for patron use. This platform is currently offline as a new vendor strives to meet the SOPA data elements needed. Once the platform is back online, this resource provides access to e-books and grow e-book expertise among library patrons. It includes an e-book collection and software platform for RAILS members.

- **Donations:** Our community's contributions of materials play a vital role in enriching the library's collection. Donations are welcome with the understanding that upon acceptance, all donations become the district's property and if the media center determines the item cannot be used, they will be further donated or discarded. Donations are carefully reviewed to ensure they meet quality standards and reflect the inclusive and educational goals of the institution.

Processing Materials

Properly processing library materials is a critical step in ensuring that they are ready for use and can be easily located by patrons. Our Elementary library began the transition of our cataloging and shelving process from the Dewey Decimal system to a more student friendly, children's library genre shelf placement in the summer of the 2024-2025 school year. Based on the collection size, staffing pattern, and hours of operation providing direct curriculum for the

library patrons, this transition will continue with an expected completion date of the 2027-2028 school year. The Destiny Follett software simplifies the cataloging and shelving process through its intuitive interface but shifting and reenvisioning the media center is a labor-intensive task. This process involves organizing, cataloging, and preparing materials for placement on the shelves. Once the center has been established as a children's library, staff will maintain the physical space and electronic catalog by following the ongoing processes:

- Scan and enter cataloged items into the Destiny Follett system, ensuring accurate metadata entry.
- Generate shelf-ready labels and barcodes directly from the software.
- Organize and place items physically on shelves according to their genre classification and location specified in Destiny Follett.
- Update the database to reflect the item's shelf placement and status.

Through these meticulous steps outlined in detail, the library ensures that materials are well-organized and readily accessible, promoting a seamless user experience that aligns with the school's mission of fostering academic excellence and community engagement. Moreover, this process is unseen by the patronage of the media center, with the view of the patron access below:

Through these processes, the library strives to maintain a dynamic and relevant collection that supports the mission of enhancing patron engagement at every level. Here's how materials are systematically processed:

Processing Print Materials

Barcoding and Stamping

Each item will receive a unique barcode to facilitate checkout and tracking using the Destiny Follett software. Barcodes will be affixed to the upper left corner of the front cover, while

avoiding any interference with content or aesthetic design. The Dakota Library property stamp will be stamped on the inside cover, page 11 and 101 to show that the material is the property of the library.

Covering

To enhance durability, all print materials will be observed, and a determination will be made to cover with protective materials such as laminate or book covers, if needed. This is particularly important for high-circulation books or items intended for young readers.

Cataloging

Using the Destiny Follett software, print materials will be cataloged into the library's database. Metadata such as title, author, Dewey Decimal classification, date, and genre will be entered accurately by the media staff. MARC (Machine-Readable Cataloging) records will be used where applicable to ensure standardization.

Labeling

Books, magazines, and other print materials will be labeled according to genre and dewey decimal classification. This includes affixing spine labels with appropriate genre area or series markers when warranted. Clear labels are then placed over the spine to withstand frequent handling.

Processing Non-Print Materials

Labeling

DVDs, audiobooks, chrome books, Makerspace, games, and puppets will be labeled similarly to print materials. For physical items, labels will include call numbers and barcodes, while electronic resources will be assigned identifiers within the library database to ensure accurate retrieval.

Barcoding

Physical non-print items such as Chromebooks, games, and CDs will receive barcodes on their cases. For electronic resources, barcodes will correspond to their digital entries in the Destiny Follett system. Makerspace items and reading buddy puppets in which barcoded labels are unable to be affixed are found to have a key of bar codes contained within the black binder.

Protective Covers

Physical items will be placed in durable cases or sleeves for added protection.

Cataloging

Non-print materials will be cataloged into Destiny Follett software with relevant metadata, such as title, format (e.g., DVD, audiobook, or online resource), genre, and digital access information for electronic resources.

Shelving/Placement

After cataloging, both print and non-print materials will be placed on the shelves in their designated sections. Shelving will follow the genre designation, followed by the author, Fiction/ non-fiction and Dewey Decimal System. Proper signage is also used to guide users to specific genre sections effortlessly. This outline serves as the foundational framework for organizing our district's library resources in a way that is intuitive and engaging for young learners.

Main Genres Headings

Our media center aims to organize subjects by Genre first, then using the author's last name in alphabetical order, followed by chronological order as the Dewey Decimal System directs to keep an accessible and engaging collection that encourages exploration.

- Adventure/Thriller
- Sports
- Mystery and Detective Fiction
- Science
- Me and My Community
- History- American, Indian, women, Black, etc.
- Hobbie- Art/Comedy/Poems/Music
- Biographies and Memoirs
- Fantasy, Fairy Tales, Folklore/Mythology
- Animals, with multiple sub-categories

- Insects-butterflies, ants,

- Plants/seeds

- Graphic Novels

- Series based on the above topics are also found on shelves within the Genre heading.

Reading Level Definitions /Reading Programs

To help readers navigate the wide variety of available books and find materials suited to their reading abilities, a color-coded dot system was historically used and may continue to be implemented. At this current time, books with an Accelerated Reading or Renaissance program quiz have a blue dot on the spine of the book. Several books in our elementary collection have ATOS, Lexile or other reading levels printed or written on the inside cover of the book. This process aids the student by making it easy to identify books that match a reader's developmental stage. While this system encourages growth and exploration while ensuring that readers can engage with texts at a comfortable and stimulating level, the dotting and labeling of reading levels has not been a consistently used practice. Most of the titles that have a colored dot are well over 15 years old.

Below is a list of dot colors that correspond to the guide:

- Emerging Readers (Daycare/PASS/ Pre-K): Simple Board/picture books, repetitive text, and high-frequency words (e.g., Red Dot)

- Early Readers (Grades K-1): Short chapter books, basic vocabulary, and introductory themes (e.g., Orange Dot)

- Developing Readers (Grades 2-3): Expanded vocabulary, longer chapters, and engaging plots (e.g., Yellow Dot)

- Independent Readers (Grades 4-5): Complex language, diverse themes, and character-driven narratives (e.g., Green Dot)

- Proficient Readers (Grades 6-7): Multi-layered stories, nuanced characters, and challenging themes (e.g., Blue Dot)

- Advanced Readers (Grade 8): Sophisticated language, mature themes, and intricate narratives (e.g., Purple Dot)

The librarian has access to the patron's iReady diagnostic reading assessment, which lists the Lexile reading level of the student. Library staff teach patrons how to use the Lexile reading level and range to select a book. In addition to utilizing the Lexile level as the standard measure, we promote the Five Finger Rule. In short, a student chooses a book and begins reading. For every word that they do not know, they hold up a finger. We then use the following guidelines according to how many fingers you hold up:

- 0 or 1: Far too easy – pick another book.

- 2: A good choice- a reasonable challenge and allows you to learn new words.

- 3: You might need some help, but still a good choice if you're up for a challenge.

- 4: May be too difficult for you to read on your own.

- 5: Most probably a bit too advanced - try a different book.

Collection size and De-Selection Process

Guidelines from national literacy groups have set collection standards which help prioritize our collection. Weeding, the process of removing materials from our library collection, is crucial for effective collection management. Our district aims for a collection where nonfiction materials are less than 10 years old, and fiction is no more than 15 years old. We also strive to maintain 10-20 books per patron in our school libraries. In October of 2025, the elementary library has 28 items per student, therefore, we will continue to weed out aged titles, titles that are not frequently circulated, and titles in poor condition within our collection.

While all patrons assist in keeping our holdings current and well cared for by reporting any concerns, our staff use the **M-U-S-T-I-E** standard daily while reshelving materials to decide if an item should stay or go:

- **M** = Misleading (factually inaccurate due to publication date)
- **U** = Ugly (worn beyond repair)
- **S** = Superseded (by a new edition or better book)
- **T** = Trivial (lacking merit)
- **I** = Irrelevant (to community needs)

- **E** = Elsewhere (information available elsewhere)

Each year, we use Destiny Follett's Title Wave software to inventory and evaluate our collection, focusing on the age, usage rate, and relevance of materials. We review and remove outdated, damaged, or misaligned items, replacing them if necessary. A list of removed items is provided to the administration to report to the School Board. The Board determines if these items are surplus, allowing them to be recycled, donated, or sold at library book sales, following sustainability practices. Documentation within the software ensures transparency and provides rationale for patrons. This process keeps our collection relevant and responsive to user needs.

Handling Patron Complaints

Parents/guardians, employees, and community members who believe that library media program resources violate rights guaranteed by any law or Board policy may file a complaint using Board policy 2:260, Uniform Grievance Procedure. The Superintendent or designee shall establish criteria consistent with this policy for the review of objections.

Parents/guardians, employees, and community members with suggestions or complaints about library media program resources may complete a Library Media Resource Objection Form. The Superintendent or designee shall inform the parent/guardian, employee, or community member, as applicable, of the district's decision. LEGAL REF.: 75 ILCS 10/8.7. 23 Ill.Admin. Code §1.420(o). CROSS REF.: 2:260 (Uniform Grievance Procedure), 6:60 (Curriculum Content), 6:170 (Title I Programs), 6:210 (Instructional Materials), 6:260 (Complaints About Curriculum, Instructional Materials, and Programs)

Adopted: September 24, 2024

Backing Up Library Holdings & Recovery Protocol

The district recognizes the critical importance of preserving library holdings and ensuring operational continuity in the event of a software failure, such as the Destiny Follett system crash. To address such contingencies, a robust data backup and recovery plan has been established to safeguard library records and holdings. The effectiveness of backup systems is verified through

regular testing simulations. These tests help identify potential vulnerabilities and ensure readiness for real-world scenarios. Continuous monitoring of Destiny Follett and backup systems enables early identification of system irregularities, reducing the likelihood of unexpected downtimes. In the event of a system crash, stakeholders—including library staff, patrons, and district administrators—will be promptly informed of recovery efforts and timelines.

The district's comprehensive backup plan emphasizes the preservation of library holdings and continuity of service. By leveraging modern technologies and initiative-taking measures, the district remains committed to maintaining robust library operations even in the face of technical challenges.

Appendix A:

District policy 6:230 Library Media Program

6:230 Library Media Program the Superintendent or designee shall manage the district's library media program to comply with

(1) State law and Ill. State Board of Education (ISBE) rule and (2) the following standards:

1. The program includes an organized collection of resources available to students and staff to supplement classroom instruction, foster reading for pleasure, enhance information literacy, and support research, as appropriate to students of all abilities in the grade levels served.

2. Financial resources for the program's resources and supplies are allocated to meet students' needs.

3. Students in all grades served have equitable access to library media resources.

4. The advice of an individual who is qualified according to ISBE rule is sought regarding the overall direction of the program, including the selection and organization of materials, provision of instruction in information and technology literacy, and structuring the work of library paraprofessionals.

5. The practice of banning books or other materials within the district's library media program is prohibited.

6. Staff members are invited to recommend additions to the collection.

7. Students may freely select resource center materials as well as receive guided selection of materials appropriate to specific, planned learning experiences.

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