

FRESHMAN SEMINAR: PART I
ORGANIZING, CLASSIFYING, & CATALOGING YOUR LIBRARY
Sunday, June 19, 2005, 1:00-3:30 PM

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Description: Need help organizing your library? Feeling overwhelmed? The Freshman Seminar can help! New and inexperienced librarians and volunteer staff can learn the basics of Judaic librarianship from experts in the field. The seminar is designed to provide participants with a solid start in organizing their libraries in a professional way. The first session in this three part series will focus on formulating a mission statement, collection development policy, and circulation policy, choosing a classification system, cataloging principles, and automation options.

<p>Rachel Kamin, M.S.I., has served as the Director of the Temple Israel Libraries & Media Center in West Bloomfield, Michigan since 1997. Rachel is currently the SSC Secretary and a member of the Sydney Taylor Book Award Committee. She has chaired the Freshmen Seminar since its inception in 2002.</p>

The Goal of the Freshman Seminar

It has become apparent that many people who are staffing Judaic libraries have little or no library training or experience. They are anxious for guidance. They are turning to local librarians for help and are posting questions on the AJL list serve, HaSafran. They often feel daunted and overwhelmed. The Freshman Seminar was designed in 2002 to provide inexperienced library personnel with the knowledge and the tools needed to organize and operate their libraries. This year we will have three sessions: today's will focus on organizing, classifying, and cataloging your library, covering formulating policies, classification systems, cataloging principles, and automation options. Part II, tomorrow morning at 8:30 AM, will focus on developing a Judaic collection for adult readers with Ellen Cole; Part III at 10:40 AM will focus on developing a Judaic collection for children. Attendance at all of the sessions is encouraged, but not required. Keep in mind that the Freshman Seminar cannot tell you everything you need to know. Our goal is for this to be a foundation and a starting block for you to begin your journey of organizing your library in a professional way. We hope to expose you to some of the vocabulary, terminology, and resources, and to introduce you to some of the people in AJL who are experts in the different areas of Judaica librarianship.

A Library vs. A Room Full of Books

Check the box in each row that applies to your institution. The left column includes characteristics of a library. The right column includes characteristics of a room with reading and viewing materials. Which column best describes your institution? Which column do you want your institution to fit into?

LIBRARY	ROOM WITH READING MATERIALS
<input type="checkbox"/> Has established policies and procedures	<input type="checkbox"/> Is very informal; functions casually and “off the cuff”
<input type="checkbox"/> Managed by a professional librarian, at least part-time	<input type="checkbox"/> Staffed by volunteers and aides; no management is evident
<input type="checkbox"/> Materials are acquired in an orderly and rational manner and further the library’s mission and goals	<input type="checkbox"/> The collections consists mainly of gifts; acquired randomly with no particular purpose or over-arching scheme
<input type="checkbox"/> A professionally recognized classification system is consistently applied to all materials and materials are organized to facilitate bibliographic access and retrieval	<input type="checkbox"/> Little or no classification and cataloging; a simple organizational scheme such as alphabetization is used
<input type="checkbox"/> Has a system for circulating materials	<input type="checkbox"/> Materials are circulated on the “honor system”
<input type="checkbox"/> Has an annual budget	<input type="checkbox"/> Depends on gifts or small, occasional institutional subsidies
<input type="checkbox"/> Has a dedicated space	<input type="checkbox"/> Library operations may be interrupted or curtailed when space is needed for other purposes

It is perfectly fine if your institution falls in the category of “Room Full of Books.” You just have to recognize that that’s what you are. You might decide that a “Room Full of Books,” or a “Reading Room” or “Reading Center,” is what is right for your institution. However if your institution wants a truly functioning library, you have to meet the above requirements.

Whether you are establishing a library or a space with a collection of reading materials in it, the following must also be considered:

- What is the purpose of your endeavor? Who will it serve? Why is it being established? From these questions will come a **mission statement**. You need to have a mission statement to define what your library is going to be. For example, are you going to collect fiction books written by Jewish authors, but have no Jewish content? Will you purchase, for example, *Last Days of Dogtown*, Anita Diamant’s new book just because she is

Jewish, and/or her earlier books have Jewish content? There's no right or wrong answer, but you have to decide your position and you have to have it written down in your policies. [See sample mission statements on p.8-9]

- What will it consist of in terms of the depth and breadth of the collection and the types of materials it will have in it? From this will emerge a **collection development policy**, which includes procedures for accepting and rejecting gifts. Just because someone donates a book to the library doesn't mean you have to add it to the library collection. Even if it's free! If you wouldn't go out and purchase the item for the library because it doesn't meet your collection development goals, then it doesn't matter if someone is willing to give it to the library for free. If it is not furthering your library's mission than you don't need it. But you have to have a policy that spells out your procedures. If someone donates a book to the library does it become a permanent part of the collection? You need a policy in place that allows you to withdraw, de-select, and dispose of materials that are no longer needed, even if they were gifts or donations. [See sample collection development policy on p.10-12]

- Who will manage the library and provide services? From this will come **staffing requirements** and **job descriptions**. Every person employed in your institution, no matter how small, has a job description—the secretary who answers the phones has a job description, the Rabbi has a job description, the principal has a job description, and the maintenance person has a job description. The librarian needs a job description too! None of us have enough hours in the day, whether we are working full-time or part-time, to accomplish what is needed, therefore you need to have a job description so that you are not wasting your time on things that somebody else in your institution is better able or suited to do.

- What **annual budget** will be needed for start-up costs and on-going expenditures, including staff salaries? You cannot have a functioning library that exists solely on donations. Even if the majority of your funding is coming from donations you have to know that every year you can count on a minimum amount of funding from the institution.

- What will be circulated (loaned), to whom, for how long? From this will come a **circulation policy**. [See sample circulation policy on p.13-14]

- What will be the library's **operational procedures**: what hours will it be open, how will it be staffed in terms of professional and clerical responsibilities, how will its materials be organized?

10 Essential Questions

In addition, the following questions need to be answered for an institution to support a library or a room with reading materials:

1. Who are the primary users? Who are the other (secondary) users?

For example, students, faculty/teachers, parents, senior citizens, the general public, members of the Jewish community, rabbis, cantors, and staff. You need to decide who your users are. If you are in school maybe your users are only going to be the students, the parents, the rabbis, and the staff of your school. Who are the most important people that you are designing and developing your library for? For example, in a synagogue library you might decide that the primary users of your library are your congregants, the rabbis, and the synagogue staff. In the process your library may also be able to serve the general public and other members of the community, but these are your secondary users, not your primary users.

2. What types of materials will be available?

For example, fiction books, non-fiction books, children's books, reference material, audio-books, music cassettes and CDs, videos, websites, periodicals, databases, puzzles, games, toys, posters, maps, computer software, etc. Also, what languages will your material be in? Will you have only English language materials, or will your collection also include material in Yiddish, Hebrew, Russian, or other languages? Will all types of material be circulating? For instance, will you allow patrons to checkout computer software, puzzles, and games? There are no right or wrong answers to these questions, however, it is important that your institution decides what types of materials will be purchased and acquired.

3. What space is available? Is the space sufficient to house the desired materials? What are the space requirements?

The size of your space is going to affect your decisions on what types of users you are going to serve and what types of materials you will collect. On the flip side, the types of users you would like to serve and the types of materials you would like to collect will affect the amount of space needed. Also, is the library a dedicated space or will library operations be interrupted or curtailed when space is needed for other purposes? While we all have to deal with sharing our space, will the space sharing interrupt library use? You may encourage groups within your institution to hold meetings or classes in the library to expose and introduce people to the library, but you have to have control over the space so that the library does not have to stop being a library when someone else wants to utilize it.

4. What materials and services are available from local public libraries, synagogue libraries, day school, or community libraries? What materials and services do not need to be duplicated by your institution?

For example, if the public library has copies of popular “main-stream” titles, then you might not need to purchase them for your library. If a patron requests it you can refer them to the local public library. Another example is back-issues of periodicals. Almost all of the periodicals that we collect in our libraries are available (and easily accessible) on microfilm at public and/or academic institutions, so you may not need to waste storage or shelf space maintaining back-issues. Or, for instance, the congregation down the street received a large donation to purchase Jewish audio books. Assuming you have a reciprocal relation with them, you may not need to collect Jewish audio books because you can refer your patrons to another local congregation. You have to make decisions about your collection development based on what is available in your community and based on the needs of your users. It is essential to know what other libraries are collecting both in the Jewish community and in your community at large. We can’t be everything to everyone!

5. How will materials be acquired?

If purchased new, what is the annual budget? Who will select the materials? Who will order, label, process, and catalog the material? Is the Rabbi selecting the books for the library or is the librarian? Who gets to recommend books to be purchased? If somebody recommends a book does the library have to purchase it? If materials are acquired by donation, who will decide what to keep and what to discard? What will be done to dispose of unwanted materials? A donor agreement is recommended so that all donors understand that donated material becomes the sole property of the library and that the library can decide to de-select, withdraw, or remove it from the collection at any time.

6. How will the collection of materials be organized so that people can find what they are looking for?

Will you use one of the Judaica classification systems like Weine or Elazar or will the material be organized in some other way?

7. How will materials be checked in and out?

If the library is not automated there needs to be a procedure for circulation like sign out cards. Also, how will missing titles be identified and located?

8. How will borrowers find the materials they want?

Signage? Card catalog? Shelf list? Map of the library? Who (or what) will be there to help borrowers find the materials they want?

9. When will the library be open? When will the library be staffed? Who will train the volunteers?

10. Who will be responsible for ordering equipment and supplies, including those needed on an on-going basis?

Who is in charge of requesting or ordering other needed supplies such as staples, paper clips, pens, pencils, paper, etc.?

If there is institutional support for a functioning library, the following additional issues need to be addressed:

- **Develop a job description for a salaried, professional (MLS) librarian, at least part-time.**
- **Gain approval for a yearly library budget from institutional operating funds.**
- **Institute a dedicated space for the library.**

Tips for Starting a New Library

1. Form a library committee consisting of institutional decision-makers, volunteers, and residents. Meaningful planning requires the participation of stakeholders; plans should be made by consensus to ensure support. You can't make these decisions by yourself. You need input from the library supporters and the library patrons to answer all of these questions and address all of these issues.

2. In addition to getting advice about space planning from the project architect, sales representatives from library furnishing and equipment vendors will estimate shelving and seating needs and show you what is available.

3. The current average price of an adult hardcover book is \$25 for fiction, \$41 for non-fiction, and \$74 for reference titles. Adult paperbacks average \$15 for fiction and \$28 for non-fiction. Hardcover children's books average \$21 - \$19 for picture books, \$17 for fiction, and \$25 for non-fiction; children's paperbacks average \$9. Keep these figures in mind when determining your book budget. Also, be sure to include allocations for supplies (stamps, pockets, cards, labels, office supplies, etc.), subscriptions, professional dues, photocopying and mailing costs, programs, professional development (local and national conferences and workshops), and other expenses in the budget.

4. Become a member of the Association of Jewish Libraries and get involved with your local chapter, if available. Yearly AJL dues for at least one staff member should be written into the budget and covered by the institution. Request that your institution pay for all or part of your expenses to attend AJL Conventions each year or every-other year. Also request institutional funds to allow you to take advantage of professional development opportunities in the general library field like state library association workshops and conference. Insists that these expenses be written into your contract or into the library budget so that you do not have to ask for the funding every year. Your institution needs to understand that professional development will enable you to be a better, more educated, knowledgeable, and professional librarian and this will insure a higher quality of library services. Visit the AJL website at www.jewishlibraries.org for membership information, a list of AJL publications, the AJL Bibliography Bank, Chapter contact information, and more!

5. Download the AJL Accreditation applications from the website. Make Accreditation a goal for your library.

Portions of this session were adapted from *Starting A New Library: Issues and Questions to Help You Get Started*, developed by the Association of Jewish Libraries, Greater Cleveland Chapter.

SAMPLE MISSION STATEMENTS

The mission of the **Memorial Library** is to provide materials and programming for the congregational members, staff, and community. The library collection will consist of materials in all media that will enable members to enhance their experience of Jewish life and provide the resources for the study of Judaism. The library staff is committed to excellence in its service to all users. --*Daniel Stuhlman, Chicago, IL*

The mission of the **Temple Israel Libraries** is to enable our congregation to experience the immense range of joy, spirituality, and community through the use of an exciting, comfortable, friendly, and relevant Judaic library. The library collection will be designed to meet the Judaic needs of our Nursery, Religious, and Hebrew schools, and the congregational community, and will strive to provide a wide variety of print and multi-media materials that will help our members live and experience Jewish life in a creative and personal way. Programs will be coordinated to supplement and enhance the vast array of educational and social activities and events offered at Temple Israel, as well as with the Nursery, Hebrew, Religious School, and Adult Education curriculums. The libraries will be available for congregants, students, teachers, clergy, and staff members to read, browse, relax, question, learn, and explore the library resources with the assistance of a librarian, volunteer, or each other. Further, it is the mission of the Temple Israel libraries to provide intellectual and social stimulation through a positive library experience that will further enhance each individual's identification with Judaism. --*Temple Israel, West Bloomfield, MI*

B'nai Moshe is proud to introduce its congregational library. The goals of this library are:

1. To provide easy access to Jewish information for the membership, clergy, staff, and youth of the congregation.
2. To provide Judaica materials not readily available in the wider secular community including books, magazines, newspapers, videos, books-on-tape, CD's and other AV formats.
3. To provide access to sacred texts in both Hebrew and English.
4. To promote lifelong reading and study about Judaic, its history, practices and beliefs as well as its relevance to our lives today.

--*Congregation B'nai Moshe, West Bloomfield, MI*

The mission of the **Temple Beth Am Library** is to provide materials of education, entertainment, and enrichment for our schools, congregation, and community. The Library staff shall coordinate programs to supplement and enhance the variety of educational, social, and spiritual activities and events that take place at Temple Beth Am. The Library staff is committed to excellence and service that brings about a positive experience for every library user. --*Temple Beth Am, Miami, FL*

The Samuel and Rebecca Astor Judaica Library is dedicated to serving the San Diego community at large as a central source of Jewish knowledge by providing access to information in support of the mission of the San Diego Center for Jewish Culture: to promote Jewish culture, heritage and creativity in the arts. Special attention is given to materials that supplement the programming of the Lawrence Family Jewish Community Center and the San Diego Center for Jewish Culture. The SRAJL also maintains extensive special collections on both the Nazi Holocaust and Israel. Our vision statement: The SRAJL will be a central and vital part of the San Diego Jewish community by providing access to information in all formats in the areas of Jewish heritage and culture. It will provide for all of the information needs of its patrons and will be a central reference source for Judaic information not contained within its own physical facility. --*Astor Judaica Library, Lawrence Family Jewish Community Center, San Diego, CA*

The mission of the **Corwin Library** is to provide Temple members with a wide variety of materials of Judaic interest and to create a warm and relaxed atmosphere in which to ask questions and undertake the in-depth investigations that are the hallmark of Jewish learning. Throughout history, Judaism has encouraged the expression and discussion of differing opinions. As an heir to this tradition, the Corwin Library promotes variety within its collections and finds censorship inappropriate. The library subscribes to the American Association's *Library Bill of Rights* and the Association's positions regarding *Intellectual Freedom* and *The Freedom to Read*.

The primary objectives of the Corwin collection are:

- To support, enrich and implement the educational programs of the Temple
- To provide support to the Day School, Religious School and Nursery School by making available appropriate materials that reflect the varied abilities and maturity levels of students
- To encourage reading for pleasure as well as for information
- To act as a resource to enhance members' abilities to celebrate the holidays, know God, themselves, and delight in being Jewish.

The library is the collective family property of the congregation of Temple Israel. It is open to the public; however, materials can be checked out to Temple members only. Non-members may borrow material by depositing a check in the amount of the items until their return when the deposit will be refunded. An adult must accompany children, under the age of seven, who wish to borrow materials. –*Corwin Library, Temple Israel of Hollywood, Los Angeles, CA*

Temple Israel Libraries & Media Center

Collection Development Policy

Purpose of the Collection Development Policy

A well-defined policy, that will be reviewed and approved by the Library Committee and the Executive Committee, will ensure that the libraries meet the information needs of the congregation in a timely and economic manner. A clear and consistent policy will assist in maintaining collection strengths, represent the plan of action for the libraries, and serve as a guide for decision making. Most important, the policy will help assure continuity and consistency in the library programs despite changes in staff and funding.

Definition of Library Users

Primary users of the Temple Israel libraries include:

1. Congregants
 - A. Affiliate Group Members (Sisterhood, Brotherhood, Treasures, Couple Club, Youth Groups)
 - B. Parents
 - C. Recreational Readers
 - D. Researchers
 - E. Senior Adults
 - F. Young Adults
2. Students and Faculty
 - A. Nursery School
 - B. Hebrew/Religious School
 - C. High School
 - D. Adult Academy
3. Clergy
 - A. Rabbis
 - B. Cantors
4. Staff
 - A. Professional Staff
 - B. Administrative Staff

The library will attempt to serve the educational, professional, and recreational information needs of these groups, as they relate to Jewish education and living, and the events and activities of the congregation.

Collection Formats

Hard-cover and paperback books, newspapers, periodicals, videos, audio cassettes and compact disks, vertical file material, CD-ROMs, and computer software.

Collection Scope

As stated in the mission statement, the library collections are designed to meet the Judaic needs of our congregational community. Keeping in mind the resources available at other local institutions (area public libraries, university libraries, and other synagogue libraries), the Temple Israel library collections will focus on materials of Reform Jewish content and relevance. The adult fiction collection will include popular bestsellers of Jewish relevance and critically acclaimed literary works.

The library will maintain and keep current a collection of Jewish theology and liturgy, Jewish history, and Israel and Zionism. In addition, the library will concentrate on strengthening these areas of the collection:

1. Primary source material and commentary from a Reform perspective relating to the Torah, Tanakh, Talmud, Mishna, Gemara, Midrash, Jewish Law and Responsa, and Rabbinic literature. The reference collection will include specialized Judaic dictionaries, encyclopedias, and CD-ROMs.
2. Material (particularly fiction and non-fiction books, videos, and computer software) focusing on the modern Jewish family, Jewish observances, and life cycle events. As stated in the mission statement, these materials intend to help our members live and experience Jewish life in a creative and personal way.
3. Material (particularly fiction and non-fiction books, periodicals, newspapers, and videos) focusing on the American Jewish experience. This will include the experiences and involvement of Jewish individuals, groups, and organizations in American history and culture, as well as the Jewish response to and involvement in modern political, economic, and ethical issues.
4. Material (particularly fiction and non-fiction books and videos) celebrating the diversity of Jewish communities around the world. A special collection covering the history of the Jewish communities of the Detroit area and of Michigan in general will be included.
5. Multi-media materials, particularly audio and video recordings, focusing on Jewish involvement in art, music, dance and film on both a national and international level.

Process of Selection

All selections must be consistent with the library mission and collection policy, and will be purchased at the discretion of the librarian with an approved budget. The librarian will select new material from catalogs, flyers, and announcements, current reviews, and published bibliographies. New material will also be considered by the written request of Temple members, clergy, and staff (see Patron Recommendation Form).

General selection criteria include, but are not limited to:

1. Items of Jewish content and relevance to our congregation
2. Items useful to the primary users of the library
3. Items presenting a variety of points of view on a controversial subject
4. Items of lasting literary or social value

The library will avoid purchasing materials that while useful to our users are more appropriately held by another local institution. In addition, at the discretion of the librarian, the library will avoid purchasing material of a sensational, violent, or inflammatory nature. Financial and space limitations will always be considered when selecting material.

Process of Deselection

The library, with the approval of the Library Committee and the knowledge of the Executive Committee, will deselection materials in order to conserve space and make room for new materials, improve access to the collection, and conserve money. An attempt will be made to donate deselected materials to other interested Jewish institutions. The library may also wish to sell deselected books as a fundraising event. The library will attempt to recycle all discarded material.

General criteria for deselection include, but are not limited to:

1. Material inconsistent with the mission statement and collection policy
2. Duplicates
3. Unsolicited or unwanted gifts and donations
4. Obsolete books
5. Superseded editions
6. Material that is worn out, damaged, and too expensive to repair
7. Periodicals with no indexes, and periodicals available on microfilm at other institutions

Gifts and Donations

Gifts of books and other library materials are gratefully accepted by the Library with the understanding that they will be considered for addition to the collection in accordance with the mission statement and collection policy. Potential donors must make an appointment with the librarian to drop off materials. The Library reserves the unconditional ownership of gifts and reserves the right to sell or dispose of materials at a later date.

The Temple Israel Libraries may elect to send unneeded donated materials to other Jewish institutions. The Library also reserves the unconditional ownership of anonymous donations and may discard or donate the material to another institution.

Gifts of funds are always welcome. Recommendations from the donor are honored in so far as the suggestions are in accord with the mission statement and collection policy.

Revision of Policy

This policy will be revised upon the recommendation of the Library Committee and the approval of the Executive Committee to remain consistent with the goals, objectives, and values of the Temple Israel Libraries.

Temple Israel Libraries & Media Center Circulation Policy

For Members, Non-Members, and Staff:

1. With the exception of non-circulating reference materials, all items in the Weinberg Family Library and the Hodari Family Children's Library & Media Center may be checked out by Temple members, staff, faculty, and students in our Nursery School and our Hebrew & Religious School. Non-members are also welcome to check out materials provided they give their name, phone number, and address.
2. At the discretion of the Library Staff, the number of items on loan to a single patron may be limited.
3. Materials are checked out for two weeks. Due dates may be extended at the discretion of the Library Staff.
4. At the discretion of the Library Staff, the number of times an item is renewed may be limited. Items on reserve for another patron may not be renewed.
5. The Temple Israel Libraries does not charge fines for overdue books. Overdue notices for members, non-members, and staff are printed at the beginning of each month.
 - First Notice: Overdue notice is mailed to the patron.
 - Second Notice: Overdue notice is mailed to the patron stamped "Second Notice."
 - Third Notice: The patron will receive a phone call by a member of the Library Staff requesting that the material be returned.
 - Fourth Notice: A copy of the overdue notice is submitted to the office of the Executive Director and a letter is sent informing the patron that their Temple account will be billed \$18 for each item not returned within the month. Non-members will receive a bill provided by the accounting department.
 - Fifth Notice: The patron's Temple account is billed \$18 for each item that is not returned or is lost. If the item is returned, the account will be credited. Non-members will receive a second bill from the accounting department.
6. If a patron claims that an item was returned to the Library, it is marked "Claimed Returned" in Athena and removed from their account.
7. If an item is lost or damaged beyond repair, the patron is asked to make an \$18 donation to the library or to purchase a replacement copy. At the discretion of the Library Director, the fee for lost, damaged, or unreturned multi-media materials (videos, CDs, books on tape, etc.) may be greater than \$18 depending on the value of the item.
8. At the discretion of the Library Director, borrowing privileges may be suspended if a patron repeatedly loses, damages, or fails to return library materials.

For Students: Early Childhood Center Students and Kindergarten –3rd Grade Religious School Students

1. When visiting the Library with their class, students in the Nursery School & Kindergarten program and students enrolled in Pre-Kindergarten, Kindergarten, 1st, and 2nd Grade Religious School may check out one book from the “Red” section of age-appropriate picture books in the Hodari Family Children’s Library. With guidance from the Library Staff and classroom teachers, 3rd Grade students may check out one book from any of the sections in the Library. When accompanied by a parent, students are allowed to check out additional books from the other sections of the Library, as well as multi-media materials.
2. At the discretion of the Library Staff, the number of items on loan to a single patron may be limited.
3. Materials are checked out for two weeks. Due dates may be extended at the discretion of the Library Staff.
4. At the discretion of the Library Staff, the number of times an item is renewed may be limited. Items on reserve for another patron may not be renewed.
5. The Temple Israel Libraries does not charge fines for overdue books. Overdue notices are printed before the student’s next visit to the Library with their class. Overdue notices are sent home with the student.
6. If a student has three overdue library books, a fourth book may be checked out, but it must stay in the classroom until the overdue books are returned.
7. At the end of the school year, students with outstanding library books will receive an overdue notice in the mail. A second notice will be mailed in July informing parents that their account will be billed \$18 for each item not returned within the month. Accounts will be billed in September for any unreturned library materials. If the item is returned, the account will be credited.
8. If a parent or guardian claims that an item was returned to the Library, it is marked “Claimed Returned” in Athena and removed from the student’s account.
9. If a book is reported lost by the parent or student, it is marked “Lost” in Athena. If the book is not located by the end of the school year, the parent will be asked, in a letter from the Library Director, to make an \$18 donation to the Library or to purchase a replacement copy.
10. If a book is damaged beyond repair, the parent will be asked, in a letter from the Library Director, to make an \$18 donation to the Library or to purchase a replacement copy.
11. At the discretion of the Library Director, the fee for lost, damaged, or unreturned multi-media materials (videos, CDs, books on tape, etc.) may be greater than \$18 depending on the value of the item.

The Library Staff and the classroom teachers will provide guidance to assist students in selecting appropriate library books. However, a child will be allowed to check out the book of their choice (in accordance with policy rule #1). The Library Staff and the classroom teachers will make every attempt to enforce any restrictions that an individual parent may request for their child in terms of age-appropriateness, content, and format. Parents are encouraged, and are always welcome, to come to the Library before and after school to select books with their child. 4th-12th grade students are considered Temple members and follow the circulation policy for Members, Non-Members, and Staff.