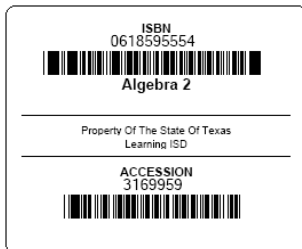
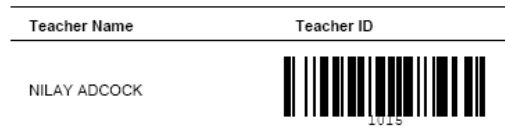


# Hayes Software Systems Beginning of the School Year Distribution of Textbooks to Students/Teachers

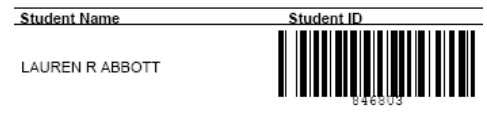
Before discussing best practices for the distribution of books, it is important to understand what information is necessary to properly make the distribution. Three pieces of information are required: the student/teacher ID, the ISBN (or title of the book), and the accession number. The accession number is a unique number given to every single book in your book inventory. The ISBN and accession labels can be printed from the TIPWeb program. TIPWeb keeps track of the last accession number printed across the district or school wide system. If you need a listing of ID numbers for teachers and/or students, they can also be printed from the application.



ISBN/ACCESSION



TEACHER ID



STUDENT ID

Best practices for distribution of textbooks will vary from campus to campus and tends to differ based on the logistics of the campus. To help you determine what might work best for your situation, we have collected information from customers at all grade levels.

TIPWeb is a web based application and can be accessed from any computer with Internet connectivity. This allows for the distribution of textbooks by accessing the application from a computer in each classroom or from a laptop carried from room to room. Connecting a scanner greatly increases the speed of the distribution process. A PDA unit with aTIP installed can also be used to distribute textbooks via a scanning process.

Each of the processes described uses a “distribution team”. The team may be a group/club of students, parent volunteers, clerical aides, and/or teachers.

Process	# of persons required	When	Level
Distribution of books to teachers	One or more	As soon as teacher assignments are made	All

At the **K-3 level**, we find that textbooks stay primarily in the classroom. Students at this level do not customarily take books home on a regular basis. In this situation, books may be distributed to teachers. Books can be placed in classrooms and the distributions processed as soon as teacher/classroom assignments have been made. TIPWeb can be accessed from the classroom computer and an attached scanner can be connected. If a computer is not available in the room, either a PDA unit or a wireless laptop can be taken into each room. A teacher ID bar code list can be printed from TIPWeb for scanning of the teacher ID. This process can be done by one or two individuals. The actual scanning process, based on twenty-two (22) books per title, is approximately three to five minutes.

This process can also be used at the secondary level to distribute books to teachers who want to use classroom sets rather than distributing a book to each student. We see this typically in specialized classes such as electronics, floral design, architectural design, agricultural mechanics, etc.

For students in **grades four through twelve**, we suggest the student be held accountable for the textbooks in their possession. There are several processes by which the distribution to students can be accomplished.

Process	# of persons required	When	Level
distribution of books to students prior to the first day of school	Four to six	one week prior to first day of school	middle and high school

Orientation – Many **secondary campuses** have orientation days prior to the beginning of the school year. These orientation days can be used to distribute textbooks prior to the first day of school. This requires advertising in the local newspaper and/or school newsletter. You may want to consider advertising specific days for specific grade levels, or sections of the alphabet. This will be determined by the location of books and the availability of space. During the orientation, students receive their schedules and books are distributed based on the schedule. Core area books can be placed in a central location, such as a cafeteria, gymnasium, book room, or empty classroom. This process works best if the number of students entering the location is controlled. Ideally, there is one entrance and one exit to the location. The process works similar to that of a college bookstore. A student walks in with a schedule and using a posted list identifies the books needed based on his schedule. The student picks up his books and takes them to a check out station where they are scanned. At that point, a receipt can be printed. The printing can take place at the check out station or at a separate printing station.

A **variation** to this process would be to have students enter the location, hand their schedule to a runner who pulls the books needed and hands them to an individual at the check out station.

Ideally this process works best with two or three check out stations.

Provide graphical scanning instructions so that the persons manning your check out stations can visually see the scanning process.

If time permits, perform a practice run during your “distribution team” training session. Gather a small group of students (five or six) and follow your outlined distribution process. This lets you see where you might need to make adjustments prior to the mass distribution.

<b>Process</b>	<b># of persons required</b>	<b>When</b>	<b>Level</b>
distribution to students after school begins	at least two – additional persons will reduce the time required	the first week or two of school	upper level elementary through high school

The same process discussed above can be used after school starts. Variations to the process occur based on how students are brought to the distribution location.

1. The distribution location is made available before school, during lunch periods and for a given period of time after the school day. This variation is used primarily at the high school level.

This process makes students responsible for picking up their required textbooks. The distribution location is available for a given period of time after school starts, ie. for two weeks.

2. Students are brought down to the distribution location from a core area class, such as English (middle school or high school) or by grade level (elementary).

The campus textbook coordinator creates a schedule for teachers to bring students to the location. The suggested schedule should have groups brought to the location every thirty-five (35) minutes. With multiple check out stations it is possible to distribute all of a student's necessary books to a group of twenty five (25) students within a thirty (30) minute period.

<b>Process</b>	<b># of persons required</b>	<b>When</b>	<b>Level</b>
textbooks are taken to the classroom for distribution	two per distribution team	at any time after the first day of school	upper level elementary through high school

A distribution team goes into a classroom and distributes the textbook used in that classroom. Textbooks can be placed in classrooms prior to the beginning of the school year or can be carted to the classroom by the distribution team. In the latter case, the distribution team will need a convertible hand truck to move books from one location to another.

Students will need to have their bar coded student ID available and ready to scan. If IDs are not available, a student ID bar code list can be printed from TIPWeb. With the use of a scanner attached to a classroom computer or a wireless laptop, one team member will scan the appropriate bar codes as the other member hands each student a book and assists the process of rotating students through the check out line.

The distribution team moves from one classroom to another until all books have been distributed. This process is quicker if books have been placed in the classroom prior to the distribution team arriving. Any excess books are then taken with the distribution team and returned to the book room. If a campus does not have a book room, any books not distributed to a student should be distributed to the teacher.