

COMMON DISTRIBUTION AND COLLECTION PRACTICES

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I. Distributing

A. General Logistics

There are two methods of distributing books. The first one, distributing to teachers, is strongly advised against at the secondary level. Distributing directly to the student increases accountability and the accuracy of the school's records, not to mention taking the teacher out of the loop. Teachers never view bookkeeping as a part of their jobs and they rarely do a good job of it. This section will focus on distributing to the student. If the school wants to distribute to teachers it can be done easily enough in the few days before school starts.

The big question for student distributions is "does the school have early registration?" Schools that have early registration can add textbooks as one of the tasks that the student must complete (discussed more in [Physical Logistics](#)). For schools that do not have early registration, the procedure will need to be broken down into sections.

B. Physical Logistics

1. Early Registration

- a. You will want to have the student IDs available in some fashion:

- If your ID system can print barcodes on the IDs, good! You are in great shape if the IDs are issued prior to book distribution (FYI: barcodes need to contain the student ID and nothing else).
- Barcode printed on the schedules (some student scheduling software has this as an option).
- You can use TIP to print all the student ID bar codes
 - Alphabetically by grade and stick them on the schedules.
 - Alphabetically by grade on plain paper and place in notebooks so that when a student arrives without ID it can be looked up and scanned from the notebook.
 - Use a rolodex and place the ID labels printed from TIP on each of the cards.
 - Place on index cards and give to students to carry.

b. Since early registration already breaks down the student population by grade you may be able to get by with fewer scanners.

Determining the number of Scanners:

- # of Students = number of minutes (1 student/minute)
- # of minutes divided by 60 = # of Hours
- # of hours divided by # of readers
- (keep increasing the number of readers until you reach a satisfactory # of hours)

c. Have textbooks as the last task at registration this way students have their schedules and they will not have to carry the books around as long.

d. Centralize all the textbooks before registration starts. (Many schools use the auditorium stage, gym or cafeteria.)

- Organize the books by course.
- Design a chart of courses and books needed for that course.
- Label each area.
- Have book runners to get the books and others to use the scanners.

2. After School Starts

Plan, Plan, Plan!!!! (4 sample plans)

- a. Set up a schedule for teachers to send a small group of students (2-3) to go to the book area and bring back enough books for each student in the class. When the students arrive send a person and portable reader back to the class room to check the books out. Any left over books MUST come back with that person (no excuse from the teacher is good enough to leave unchecked out books with them).

FYI: A good resource for help with the distributions is the **PTA**. Nicknamed “**Textbook Moms**,” these people are very responsible and will do an all most flawless job.

- b. Designate a control class, such as English, and have the students come down class by class with their schedules to the centralized area for distribution. The more readers you have the better.
- c. Have all the books in the rooms of the respective teachers and not allow the books to be given out to take home until a designated person stops by with the scanners to distribute.
- d. You will want to have the student IDs available in some fashion.
 - If your ID system can print barcodes on the IDs you are in great shape if the IDs are issued prior to book distribution (FYI: barcodes need to be just the student ID and nothing else).
 - Barcode printed on the schedules (some student scheduling software has this as an option).
 - Print from TIP all the student ID barcodes alphabetically by grade and stick them on the schedules.
 - Print from TIP the student ID barcodes alphabetically by grade on plain paper and the place in notebooks so that a student arrives without ID it can be looked up and scanned from the notebook.
 - Use a rolodex and place the labels printed from TIP on each of the cards.
 - Place on index cards and give to students to carry.

C. Documented Distributions

Receipts can be issued at the time of distribution or later. Giving out documentation afterwards allows for a more efficient initial distribution, however the documentation can be computer generated at the time of distribution in only one way (Discussed in #1).

1. Documentation at the time of distribution can only be accomplished using a reader attached to the computer running TIP and generate a receipt upon completion of each student and wait for it to print (Discussed more in Distributing With Attached Readers).
2. Manual documentation can always be accomplished by having a form with a blank for accession numbers and signature. The student fills the two blanks out when the books are being scanned.
3. Documentation can easily be provided after the books have been distributed and things settle down by printing the “Student Distribution Receipt” for each student to sign. Many schools also use this to mail to the parent with the school’s policies on lost books. The report, if folded properly, fits into a number 10 window envelope.
4. If using schedules in TIP you can print out a book check list for each teacher (Student Distribution by Teacher Report) and have the teachers have each student sign next to their names that they are given the book.

D. Distributing With Portable Reader

When distributing to students with the portable reader there is only one program that can be used. The program is "DISTSTUD". After naming the file you will be recording distributions into the portable scan Student ID, ISBN and Accession, in that order. If several portables are being used the file name used for each portable must be different.

FYI: Why does the student's ID have to be scanned every time you issue them a book even if the student is getting more than one book? The reason is simple: Human Error. We have tried letting a school have the student ID repeated but the result was the people doing the scanning ended up with several student's books scanned to the same student or an ISBN was scanned into the student's ID field.

PS: To download the reader into TIP follow the instruction in the On-Line Help under the topic "Downloading Data from a Portable Reader."

E. Distributing With Attached Reader

Using an attached reader allows the user to visually see the students' name and book appear as they are distributed. It also allows for printing a receipt if necessary. Unlike the portable reader distribution method, using a reader attached means that the user remains stationary with the reader attached to a computer.

FYI: To **print the receipt** scan each of the student's books and after the last one is scanned and the computer screen is blank awaiting the next student press "Print Receipt" and a preview will appear that you can print, then close and go on to the next student.

The fastest way to use the attached reader is to go to **Barcodes and Readers >> Use Attached Reader (Quick Entry)**. Select "**Student Distributions.**" If several computers are being used the file name used for each computer must be different.

Using Multiple Computers

Networking all the computers is the most reliable and convenient way to distribute via attached readers. This way, when each of the stations is done each can "**ADD to Database**" their own files and the distributions have been made.

If the computers **Can Not be networked** you will need to use the **Export** button in the Data Files tab on each of the computers and use the **Import** button to import those files into the "Master Computer" before using the "**ADD to Database**" button.

PS: Do not forget that this is simply a distribution file being created and has not been Processed/Posted until you tell TIP to "**Add to Database**" from the "**Data File**" tab. For more info check out TIP's On-Line help topic "**Quick Data Entry.**"

II. Collecting

A. General Logistics

When collecting you must ask: "are the school's policies and practices such that will allow for mass collection without documentation or must there be a type of receipt or check off that the

student has returned the appropriate book?.” TIP knows that accession #123 is Sally’s book and will mark the book as returned even if Johnny placed the book in the return area. This is very similar to how a library collects books. Johnny may then say, “but I placed a book in the return” and similar to the library’s practices Johnny is still responsible for his original book unless the book turns up. If this system is unacceptable then the school can implement various verification procedures discussed in [Documented Collections](#) below (FYI: adding steps to the collection process and will slow collections).

B. Physical Logistics (Samples of how to get the books back)

1. Setup schedules with the teachers when the textbooks are no longer being used. At the scheduled time send your Portable reader person with 2 or so students and a cart to the teacher’s room. Collections should take no longer than 5 minutes per classroom.

FYI: A good resource for help with the distributions is the **PTA**. Nicknamed “**Textbook Moms**,” these people are very responsible and will do an all most flawless job.
2. After finals are taken the student leaves the book with the teacher.
3. After the final is done the student leaves the book at or in the designated book return location.
4. Teachers are told to bring students down to the return location in groups when books are no longer needed (Student will make one trip per class to return books). Schedule this in advance with your teachers.
5. Designate control classes to return ALL books not needed for finals and have the students bring ALL books to that class on the designated day to be returned. (Usually the control class is English otherwise a control period may be used for each grade or portion of a grade).
6. Seniors return ALL books on the day they are to be measured for a gown or some other graduation preparation.
7. Determine procedures to be followed to deal with lost, damaged and worn-out books.

C. Documented Collections

Documenting collections has arisen out of parental concern due to the lack of any previous tracking mechanism at a school. In many cases the concern is unsubstantiated but unfortunately does exist. To collect from students and have them sign off or at the very least verify that the student turning in the book is the student that it was checked out to involves extra steps no matter how it is approached.

Samples:

1. The easiest way is to simply have a sign in sheet that the student prints the accession and there name as returning the book.

2. Using TIP and a reader in attached mode ([Collecting With Attached Reader](#)) will allow you to verify that the student returning the book is the student the book was checked out to. (You may need to set up several stations to increase the speed.)
3. The above procedure will also allow you to print a receipt for the student returning the books (this will take from 30 seconds to 1 minute per student to complete).
4. You can print out Student Distribution Receipts for each grade in alphabetical order prior to collections and check the list as the books are returned having the student sign the list if all books are returned or initial next to the ones being returned. This will take place as the books are being scanned for collections.
 - Person A checking the lists and getting initials or signatures
 - Person B scanning the books using the portable unit or attached (at this point the scanning method is not that important).
5. Print out the Student Distribution by Teacher report (the same one you use for the book check) and have the teachers collect the books in their rooms and verify as the books are being returned that the accession number is correct and have the student sign next to his/her name and book. This provides the documentation. The books are then simply scanned via the portable or attached reader.

D. Collecting With Portable Reader

There are two standard ways to collect using the portable unit; first using the program **CollAcc** and the second being **CollI&A**.

CollAcc is short for Collect Accession and allows collections from the student or teacher without the Student, Teacher nor the ISBN being scanned. This is possible since the accession numbers are unique numbers and TIP knows who the number was issued to.

If the school or district duplicated the accession numbers collecting only with the accession number is not possible, therefore CollI&A will have to be used. This program asks that the ISBN and the Accession Number be scanned in order to collect from the original user.

PS: To download the reader into TIP follow the instruction in the On-Line Help under the topic "Downloading Data from a Portable Reader."

E. Collecting With Attached Reader

Using an attached reader allows the user to visually see the student's name and book appear as they are collected. It also allows for the printing of a receipt if necessary. Unlike the portable reader collection method, using a reader attached means that the user remains stationary with the reader attached to a computer.

The fastest way to use the attached reader is to go to **Barcodes and Readers >> Use Attached Reader (Quick Entry)**. Select "**Collect Accession**" if unique accession numbers

were used to barcode the books or **“Collect ISBN and Accession”** if the numbers have been duplicated.

To ensure that you see and verify that the book being collected was originally checkout to the student returning the book check the button **“Prompt to Save Each Record.”** This will display who the book belongs to before Adding the record to the batch file.

PS: Do not forget that this is simply a collection file you are creating and has not been Processed/Posted until you tell TIP to **“Add to Database”** from the **“Data File”** tab. For more info check out TIP’s On-Line help topic **“Quick Data Entry.”**