

**Dover City Schools**  
**School Library Policy Manual**  
**Revised 2020**

## **INTRODUCTION**

The school library provides resources which facilitate the academic and social learning opportunities for Dover administration, faculty, staff, learners, parents, and community. Materials included in the school library are of high quality and high interest in diverse formats which reflect the cultural, developmental, and linguistic needs of the learning community. School library materials are managed by the personnel who work to effectively serve the academic and social needs of all Dover City school administration, faculty, staff, students, parents, and community members.

The goal of this manual is to provide uniform operation of all the Dover City School District's school libraries. It contains information regarding general operations, services, collection development, technology, and personnel. It explains current practices and standard procedures meant to facilitate the school library services.

Various documents were used to establish the manual's foundation. These include the AASL Role of the School Library Program, and AASL Definition of an Effective School Library Program. Ref: Appendix A & B. These documents provide the philosophical basis for school libraries.

While this manual contains information used to primarily guide school library personnel, it contains some general procedures pertaining to patrons. It also contains a written statement of current practice, and this document is updated annually.

## **SCHOOL LIBRARY SERVICES**

### **HOURS OF SERVICE**

The school libraries are open for patron use and circulation during school hours and for a period of time before and/or after school. Individual district school libraries may offer extended hours.

### **MATERIAL LOANS TO STUDENTS**

The number of items permitted for check-out is determined by the school library:

Dover High School (grades 9-12): 5 items; CCP textbooks as needed

Dover Middle School (grades 6-8): 3 items

Dover Avenue Elementary (grades 4-5): 2 items

Dover East Elementary (grades 2-3): 2 items

Dover South Elementary (grades K-1): 1 item

Standard load period is 2 weeks. CCP textbooks are issued for the length of the college semester. Items may be renewed at least one time. Overdue notices will be sent to students on a weekly basis.

Individual school libraries reserve the right to restrict students' borrowing privileges until they return overdue items and/or pay for lost items.

## **PROCEDURE FOR PAYMENT OF LOST LIBRARY BOOKS OR TEXTBOOKS**

1. Students are billed for lost books in SIRSI Workflows. They are billed the cost of the book only as indicated in the item record. If the cost of the book is not available, then use Amazon or Titlewave to locate the replacement cost for another comparable book.
2. Requests for payment will be indicated on the third overdue notice sent for the same item. Payment is to be brought to the library staff, who will clear the bill from the student's record in SIRSI Workflows. Library staff will deposit payment with the school treasurer. If an item is paid for and later found, payment will be refunded.
3. If the bill is not paid by the end of the semester, a letter requesting payment will be sent to the parents' address.
4. Students with books charged out at the end of the school year will be billed for those items as if they were lost. A report will go to the building secretary of all students with outstanding textbooks or library book bills at the end of the school year.

## **MATERIAL LOANS TO STAFF**

Staff members may check out materials for classroom, personal, or professional use. Circulation of classroom materials are subject availability. The loan period for staff members will be two weeks with unlimited renewals for all items. Staff will be sent a list of materials they have on loan each month.

## **INTERLIBRARY LOANS WITHIN DISTRICT**

The procedure for interlibrary loans begins within each school library in the district. Students or staff members may borrow materials from any school library as long as it isn't already on loan or a needed time at its location. The procedure for interlibrary loan is as follows:

1. The request for items will be completed by emailing the location that owns the item.
2. All requests should include the title, call number, and student and/or staff member's name requesting the item.

3. Items will be checked out by the library that owns the items to the patron requesting it and sent using the school “cookie run” mail.
4. An email reply will follow once the item is in route to the requesting location.
5. The location requesting the item will use whatever procedure they chose to inform their patron that the item has arrived.
6. Once the patron returns the item, it shall be checked in by the location that requested it and sent back to the owning library using the school mail.
7. Once the item is returned to the owning library, it must be checked in by staff to change its status from INTRANSIT to AVAILABLE.

**School libraries should only use SIRSI Workflows to place holds on their own materials.**

Interlibrary loans should use the procedure outlined above. The loan periods for items will be determined by the location owning the item.

## **FACILITY USE**

The school libraries are available for use before and/or after school hours. All requests will be made to the responsible person within the school building who will then notify the school library staff of any requests to use the facility. Any group or organization using the facility will be responsible for leaving the facility in satisfactory condition at the close of the activity, furniture replaced, tables cleaned, and trash cleaned up.

## **COLLECTION DEVELOPMENT, BUDGET, & PURCHASING**

### **SELECTION PROCESS**

The selection of materials will be determined by the adopted curriculum and interest of staff and students. Standard selection references will be consulted and materials will be previewed whenever possible. Additional criteria regarding the selection of school library materials follows below:

#### **General book selection criteria to consider include:**

- Establish good guidelines and stick to them
- Consider each time individual then comparatively
- Best first, but also consider need
- Select items that people can use (i.e., nonfiction books with an index)
- Be broad-minded

- Consider binding
- Consider price
- Know the authors
- Don't buy on impulse
- Don't complete sets just to complete sets
- Choose an inferior book that will be read over a superior book that will not

### **Specific selection criteria to consider include:**

#### **Needs Connection**

- **Value to Collection** - do we need it?
- **Use** - will it be used? Popular? Loved by children?
- **Materials Overlap** - better/different perspective than we have already
- **Connection to Curriculum** - how does it connect to standards?

#### **Intellectual Content**

- **Authority** - who says?
- **Appropriateness** - appropriate for grade level, developmental level, reading level
- **Scope** - depth and breadth of information
- **Accuracy** - facts vs. opinions
- **Treatment** - style, interest, length
- **Arrangement and Organization** - sequence, flow, table of contents, index
- **Special Features** - photos, illustrations maps, charts, glossary
- **Literary Quality** - character, plot, setting
- **Durability of Information** - currency, "fad topic"
- **Series** - do we need one or all? Should a series be complete?
- **Cost** - expense vs. value to collection

#### **Physical Form**

- **Technical Quality** - photos, sound, durability, colors, font, cover
- **Aesthetics** - appealing colorful, interesting, stimulating
- **Safety/Health Issues** - wires, sharp objects, chemicals
- **Other Considerations** - individual use, medium, parts of fit, storage, reusable, sturdy

#### **Hardware Selection**

- **Ease of use** - only essential features
- **Size, weight, design** - storage, movement, security

- **Performance** - efficient, consistent
- **Availability of Extras** - batteries, parts, software, accessories
- **Compatibility**
- **Versatility** - player/recorder
- **Need**
- **Safety**
- **Maintenance & Service** - bulbs, batteries, ink
- **Reliability & Dealer Support**
- **Size** - portable
- **Cost**

### Formats

- **Print** - books, documents, magazines
- **Visuals** - maps, photographs, charts
- **Audio media** - audiotape, CD
- **Motion media** - videotape, DVD, streaming video
- **Electronic databases** - local and remote server
- **Software** - productivity tools, reference materials, instructional materials
- **Tactile** - kits, games, manipulative, stuffed toys, realia, globes
- **Hardware** - cameras, handheld devices, electronic keyboards, laptops, learning devices

*(From The School Library Media Specialist - Information Access & Delivery: Materials Review and Selection available at: <http://educscapes.com/sms/access/selection.html>)*

### FORMATS

In conjunction with Board approved curriculum, materials will be purchased in various formats including books, ebooks, and electronic resources. See selection criteria above for additional formats.

### BUDGET

School libraries are to receive 7% of the building budget for the administration and selection of needed supplies and materials for the library. The school librarian is responsible for assigning the amount of funds to be spent for the various accounts. All purchases made with building funds will be sent to the building principal for approval. School libraries may also hold fundraisers to supplement their school library funds.

## PURCHASING

School libraries will use district approved procedures for the purchasing of materials and supplies for the school libraries. Any purchase made requires a requisition prior to the Purchase Order approved by the appropriate administrator. Requisitions, with or without a list of items attached, must be approved by an administrator and sent to the appropriate financial person in the district. Orders can then be mailed, faxed, or emailed to vendors. Once orders are received, the school librarian or designated staff must verify that all materials ordered have arrived and sign the Invoice and Packing Slip. Packing slips or other paperwork should be sent to the financial person. Once completed, the treasurer's office can send payment to the vendor. The selection of vendors is at the discretion of the school librarian. Whenever possible, school librarians should take advantage of group purchasing wherein considerable savings can be realized for the purchasing of technology, school library supplies, and materials. Group purchasing for these items can be accomplished using vendors from OhioNet and OMERESA.

## CATALOGUING

All Dover City School District library collections are classified using the Dewey Decimal System and catalogued according to the Library of Congress MARC format. Subject headings conform to either Sears or the Library of Congress formats. Copy cataloging will be used whenever possible for adding records to the bibliographic database using the InfoOhio Cataloging Method as outlined below:

**The INFOhio Cataloging Method: Ordering records from a vendor (or jobber) might be your first step. Please be sure to include the INFOhio Vendor Specification document with each order. (Spec sheet is found in handbook: Basic Cataloging).**

**Following the INFOhio recommended cataloging procedure will eliminate the need for original cataloging. You will be looking for bibliographic records that match your item and then adding item specific details to the record. The Tip Sheet (Matching Records) may be helpful in determining if a record matches your item.**

1. Check your local database for a matching record. Use the Call number and Item Maintenance Wizard.
  - a. Do a title search for your item. Search ALL\_LIBS.

- b. If you find a matching record, determine if you need to add a call number or just an item to the record.
        - i. Add a Call number if:
          1. There are no items on that record in your library.
          2. There are items in your library, but they have a different call number than you want for this item.
        - ii. Add an Item if:
          1. There is already an item with the call number you need in your library.
          2. If cataloging equipment or locally produced items (PTA newsletter, yearbook, etc.) follow the directions for using Local Record or Equipment Record templates in Section of the SIRSI Workflows Handbook available online at:  
<https://www.infohio.org/library/workflows-handbook>
  2. If you can't find a matching record in your local database, use SmartPORT and select the appropriate database to locate a record.
    - a. CRC - this is the INFOhio catalog of MARC records, updated weekly with records from INFOhio libraries around the state. Use this catalog as your first search choice.
    - b. LC - Library of Congress -- this only contains records of items published in the U.S. Typically, you will find your "older" items here. Use this catalog as a first search, if applicable.
    - c. OCLC - OCLC World Cat is available via SmartPort and allows unlimited access to the largest selection of MARC records in the world.
    - d. When you find a record that matches your item, import it. Then add your item information.
  3. If these resources have failed to produce a matching record, you may wish to create a temporary record.
    - a. Use the Add Brief Title wizard from the Item Maintenance wizard group to create a temporary record.
    - b. Continue to search for a full MARC record to replace the brief record.
  4. If you have not found a record yet, you can create a full record using the INFOhio templates for commercially produced materials. Import the appropriate template - the leader will be correctly entered for you. Then continue to catalog your item. Follow directions from the Cataloging with Templates section of the handbook. From INFOhio Symphony Handbook Getting Started with Cataloging available at:  
[https://www.infohio.org/images/\\_DOCS/wfhandbook/Cataloging/Basic/CATALOGING\\_BASICGettingStarted.pdf](https://www.infohio.org/images/_DOCS/wfhandbook/Cataloging/Basic/CATALOGING_BASICGettingStarted.pdf)



## CATALOGING CODES

### Barcodes

HS	33016000*****	330161500*****
MS	33016001*****	330161600*****
DA	3301600200****	330161700*****
East	3301600300****	330161800*****
South	3301600400****	330161900*****

### MARC Tags

LC code: ODvCSD

020	ISBN
082	DDC#
100	Author
245	Main entry: Title/ cAuthor.
260	Publisher:  aCity :  bPublisher :  cDate
300	Physical description:  a# pages :  billus. :  c#cm.
440	Series
521	Lexile : ###  bLexile.
526	Accelerated Reader  bMG (interest level)  c4.8 (reading level)  d2.0 (points)
586	Award
650	Subject heading : Topic vGenre.      Topic xSubheading

## CHALLENGED MATERIALS

If materials are challenged, the district library media specialist will follow the procedures as outlined in the DCSD Administrative Guideline. ***See Appendix C for the DCSD Request for Reconsideration of Library Materials Form.***

## GIFTS

School libraries appreciate gifts and the collections are enriched by contributions from individuals and/or organizations. The following stipulations are used in the acceptance of gifts:

- The acceptance of an item doesn't constitute its addition into the collection.
- The school librarian reserves the right to decline any gift if it doesn't adhere to the principles of good materials selection.

- Gifts of money from organizations or individuals as memorials can be accepted to be used to purchase acceptable materials or equipment and must follow DOVER CITY SCHOOL DISTRICT ADMINISTRATIVE GUIDELINES - GIFTS< GRANTS< AND BEQUESTS.

## INVENTORY AND WEEDING

The collection inventory of all library materials will be done periodically. The collection should be appropriately examined when new courses of study are developed and revised. Collection quality is improved by removal of items which are out-of date and/or contain unreliable information. As new materials are purchased and added to the collection, missing items are replaced and weak areas in the collection are strengthened.

Suggested criteria for weeding:

Currency	Physical Condition
Accuracy	Record of Use
Technical Quality	State of Repair
Dispensability	Usefulness

Reasons for NOT discarding materials even if they meet the above criteria include the following:

- If it is a work of historical significance
- If it has unusual illustration or illustrations by a well-known artist
- If it is a work by a local author, illustrator, etc.
- If it describes local history or local personalities
- If it is a memorial gift
- If it is a classic or award winning title
- If the item is out-of-print, but still possible to use

Standard professional selection resources will be used to determine if a title should remain in the collection even if there is a low circulation. Editions will be checked for newer ones.

Discarded library material should be marked **DISCARD** in the circulation system. Use **GLOBAL ITEM MODIFY** under **CATALOGING** to scan item(s) into **DISCARD** by **SHELF LOCATION**. Once completed, contact Library Support at OMERESA to permanently discard items. Save and/or print out a copy of the report provided for your records.

## SCHOOL LIBRARY TECHNOLOGY & USE

## **SECURITY**

Working in conjunction with the Information Technology staff, all technology must be stored in a secure place and monitored for use in each building. Any video and/or audio equipment should be appropriately secured.

## **LOAN POLICY**

Working in conjunction with Information Technology staff, circulation of technology should be based on availability, amount of use and need. To facilitate the loaning of equipment, Lab Scheduler in Google can be utilized.

## **INVENTORY & UPGRADES**

An inventory of school library technology is maintained in each building by the Information Technology department. Technology needed to run school library software will need to be regularly updated with the assistance of the district's Information Technology department. Any discarded technology should be returned to the Information Technology department for disposal.

## **MAINTENANCE & REPAIR**

All technology should be checked regularly. Items needing repairs should be referred to Information Technology staff by placing a technology help desk request.

## **ETHICAL USE**

School librarians are responsible to oversee the ethical use of all technology in the school libraries which may include instruction in the ethical use of technology, search strategies, web evaluation, and Internet safety.

## **SCHOOL LIBRARY PERSONNEL**

Each school library should be appropriately staffed with at least one licensed and/or certified school librarian or one library instructional assistant. The high school and middle school are staffed by the district library media specialist. The three elementary libraries are staffed by two library instructional assistants, with each library open 3-4 days/week.

Appendix C

**DOVER CITY SCHOOL DISTRICT  
REQUEST FOR RECONSIDERATION OF SCHOOL LIBRARY MATERIALS FORM**

**Which school library has the title for reconsideration? Please indicate below:**

\_\_\_\_\_

**Information about material reconsideration request:**

**Author** \_\_\_\_\_

**Title** \_\_\_\_\_

**Publisher** \_\_\_\_\_

**Date** \_\_\_\_\_ **Call Number** \_\_\_\_\_

**Please answer the questions below. If more space is needed, use the back side of this sheet or attach a separate page:**

**Have you read the entire book?** \_\_\_\_\_ **YES** \_\_\_\_\_ **NO**

**If 'YES', please give a summary of the book in your own words below:**

**To what in the book do you object? Please be specific and site pages. Use the space below:**

What do you feel might be the result of reading this book? Please be specific and site pages. Use the space below:

What do you like or find positive about this book? Please be specific and site pages. Use the space below:

Is there any age or group that should be allowed to read this book? If yes, who or what group? Please be specific and explain your reasoning in the space below:

Is there an age or group that should not be allowed to read this book? If so, who or what group? Please be specific and explain your reasoning in the space below:

What would you like the school library to do about this book?

Please list any reviews you have read about this material below:

Source of review: \_\_\_\_\_

Date of review: \_\_\_\_\_ Page: \_\_\_\_\_

Source of review: \_\_\_\_\_

Date of review: \_\_\_\_\_ Page: \_\_\_\_\_

Please list below a recommendation of another title for the school library to purchase to present the opposite or an alternative point of view of the title in question below:

Title \_\_\_\_\_

Author \_\_\_\_\_

Publisher \_\_\_\_\_

Date \_\_\_\_\_ ISBN Number \_\_\_\_\_

Review Source \_\_\_\_\_

Date \_\_\_\_\_ Pages \_\_\_\_\_

Review request initiated by:

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix D

### American Library Association -- What is Fair Use?

**he Fair Use Doctrine** is one of the most important limitations on the exclusive rights of the copyright holder. It allows that copyright can be infringed because strict application of the law impedes the production and dissemination of works to the public. The Fair Use Doctrine was added as Section 107 of The Copyright Act of 1976 and was based on a history of judicial decisions that recognized that unauthorized infringements of copyright were "fair uses."

#### **Sec. 107. Limitations on exclusive rights: Fair use**

Notwithstanding the provisions of sections 106 and 106A, the fair use of a copyrighted work, including such use by reproduction in copies or phonorecords or by any other means specified by that section, for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship, or research, is not an infringement of copyright. In determining whether the use made of a work in any particular case is a fair use the factors to be considered shall include -

1. the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
2. the nature of the copyrighted work;
3. the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
4. the effect of the use upon the potential market for or value of the copyrighted work. The fact that a work is unpublished shall not itself bar a finding of fair use if such finding is made upon consideration of all the above factors.

Section 107 is not meant to be specific. Rather, Congress intended for fair use to be determined on a case-by-case basis. Congress also provided some illustrative examples of when a "fair use situation" might be more likely to occur. Educational and research activities are mentioned in particular as potential fair use scenarios, since these endeavors by their very nature build on the creation of new knowledge and creative work.

However, it should not be assumed that every use of a copyrighted work in an educational environment is a fair use. If a copyright holder claims that their copyright has been infringed, the defendant may argue a fair use defense. Ultimately, it is up to the court to make the final determination if a use is fair.

**Fair Use should be actively exercised and considered on a case-by-case basis by weighing the four factors of fair use.**

<https://libguides.ala.org/copyright/fairuse>

# Fair Use and Guidelines

by Daniel Lee

(Daniel Lee is an Undergraduate Services Librarian at the University of Arizona.)

Section 107 of the Copyright Act of 1976 defines fair use. It is a vague definition, intentionally so, presenting broad principles with no reference to numerical limits on the portion of a work used, or the length of time a work can be used. This vagueness provides tremendous flexibility, but also leads to much uncertainty. Applying the statute to a particular proposed project can result in multiple, quite reasonable interpretations. In an effort to combat this uncertainty and make fair use more predictable, representatives of both copyright holders and consumers have often met to develop guidelines that provide the sort of specificity that many find desirable.

The most well known of these guidelines are the CONTU Guidelines on Photocopying Under Interlibrary Loan Arrangements, adopted in 1978, and the Agreement on Guidelines for Classroom Copying in Not-for-profit Educational Institutions with Respect to Books and Periodicals (often referred to as the "Classroom Guidelines"), adopted in 1976. More recently, attempts were made to reach similar agreements for educational multimedia, electronic reserve, and distance learning. For the most part, agreement could not be reached as copyright owners believed the proposed guidelines to be overly permissive, and library and educational representatives found the proposals to be too restrictive.

The failure of the recent negotiations and almost 25 years of experience with the earlier guidelines have led many to conclude that fair use guidelines, by their very nature, fail to capture the principles embodied in fair use and are of little practical help.

The Classroom Guidelines, for example, promote limits based on brevity, spontaneity, and cumulative effect. None of these concepts are found in the statute. Further, each of these new concepts come with specific quantitative limits unintended by Congress, such as word counts, successive semesters, and the number of articles from a collection.

Like many of the more recent draft guidelines, the Classroom Guidelines purport "to state the minimum and not the maximum standards of educational fair use under Section 107." Put into practice, however, these limits become upper bounds on uses that are regarded as legitimate, as courts often look to common practice to set standards. In cases involving commercial copy centers that create course packs, the courts have interpreted these Guidelines as defining ceilings to support findings of infringement.

The guidelines, then, end up displacing the law itself with standards that have little or no relationship to the definition in the statute.

Given the lack of flexibility that results from negotiated guidelines, busy librarians and educators who are looking for quick or definitive answers are, in fact, better served by performing a fair use analysis that addresses the four factors in the statute. Some help in doing so is available from the Fair Use Worksheet at Indiana University-Purdue University, Indianapolis ♦s Copyright Management Center <http://www.iupui.edu/~copyinfo/fucheckintro.html> and the University of Massachusetts, Amherst ♦s Foreign Language Resource Center ♦s Fair Use Chart <http://www.umass.edu/langctr/fu.html>