START

Technology

Instruction

Curation

Literacy

Collaboration

Equity

FINISH

2020-2021

Roadmap to Reopening

MISSISSIPPI

SCHOOL LIBRARIES

MISSISSIPPI
DEPARTMENT OF
EDUCATION
Ensuring a bright future for every child

Mississippi Department of Education

SCHOOL LIBRARY PROGRAM

MISSISSIPPI DEPARTMENT OF EDUCATION

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REOPENING GUIDELINES

Keeping school libraries safe is important for librarians, teachers, and students. But during COVID-19 pandemic, questions about how to do that—particularly when it comes to materials and surfaces—have somewhat complicated and time-consuming answers. The following explains how to clean facilities, equipment, and library resources as well as making adjustments to library schedules to ensure time for adequate cleaning and disinfecting after classes.

How to Support Different Types of School Schedules

Curating resources, working with technology, and providing literacy and logistical support are all part of a good school librarian's wheelhouse. These are still vital no matter what type of schedule (e.g., traditional, hybrid, or virtual) a school decides to create for the 2020-2021 school year. The following guidelines will need to be set in place no matter what type of schedule is created for the upcoming year:

- Routine cleaning and disinfecting protocols

- Consider implementing shelf check-out/check-in procedures to limit the amount a contact with a library resource

- Create an area for books to be quarantined for the required amount of time after they are returned

- Consider restricting books to only be used in the classroom and library instead of being allowed home

- Develop weekly library and information literacy lesson through the school's learning management system **See Library Lessons on page 16**

- Provide teachers and students with access to additional digital resources (e.g., MAGNOLIA database consortium, ebooks, MDE Learning-at-Home Resources)

- Provide tutorial videos for teachers and students how to access resources and how to use the online library catalog

- Signage and visual cues should be used to promote social distancing and hand sanitizing
  https://www.demco.com/demco-reg-upstart-reg-healthy-habits-for-germ-fighters-poster
  https://www.demco.com/social-distancing-floor-decals

- Hand sanitizer or water/soap should be made available for all library users

Traditional Schedule

- Consider the librarian visiting the classroom to limit student movement

- Limit the number of additional students in the library during open library time to restrict gatherings to achieve social distancing guidelines

- Consider increasing the number of books or the length of checkout time

- Students should be reminded to keep a safe distance from each other as they browse books and are to only touch books they want to borrow
- When checking out books, students should line up keeping six feet apart

Hybrid Schedule

- Reduce the number of class visits to the library, with each class visiting every other week (A/B schedule) which will allow the librarians time to disinfectant the library facilities and resources

Virtual Schedule

- Include digital implements to library lessons that can be included in the school's learning management system

See the *Considerations for Reopening Mississippi Schools* located on the Mississippi Department of Education's website for more information regarding the different types of school opening schedules.

Cleaning and Disinfecting Library Facilities

Clean and disinfect at least daily (or more, depending on use patterns) frequently touched surfaces and objects. It is not necessary to routinely apply disinfectants to surfaces that are not high-touch or high-risk (e.g., floors, bookcases). Soft surfaces such as carpets, rugs, drapes, can be cleaned using soap and water or a cleaner appropriate for the material. Shelf markers should not be used and limit the amount of resources on display.

- Doorknobs, handles, light switches
- Tables, chairs, countertops
  - Tables should be spaced according to the current *Centers for Disease Control and Prevention* guidelines.
- Shared computer keyboards and mice
  - Shared computers should have signs posted instructing proper hand hygiene before and after using them to minimize disease transmission.
- Headphones
  - Headphones or virtual reality headsets have been flagged as a risk factor, and school libraries should postpone their use.
- Makerspaces
  - Community objects like Legos, makerspace tools, and board games should be cleaned regularly with wipes or spray cleaner
  - The makerspace should be completely disinfected (machines and work surfaces)
  - Users should disinfect hands before and after using any equipment
  - Makerspace creation can be quarantined for 72 hours to ensure no cross contamination

Cleaning and Disinfecting Library Resources

According to the latest study from the *New England Journal of Medicine* shows that COVID-19 will persist on cardboard surfaces for 24 hours and on plastic surfaces for up to 72 hours.

Based on this research, an appropriate quarantine time for paper or plain cardboard products would be a minimum of 24 hours, while a quarantine time for books covered in polyester (e.g., Mylar) or other plastics, is 72 hours. A 72-hour quarantine is appropriate for any other type of collection item or any time about which a librarian is uncertain.

If a dedicated quarantine space cannot be established, librarians can place items in bags until the 24- to 72-hour period is over so that librarians, students, and teachers do not accidentally handle the items during the quarantine period.

- 24- to 72-hour quarantine of returned library resources
- Wear gloves and mask when handling library resources
- Do not use liquid disinfectants/wipes/sprays or direct sunlight to sterilize library resources
- Books can be treated with UV light
  RECENT UPDATE: According to the American Academy of Pediatrics, hand-held UV sanitizers should not be used in a school setting.
- Wash hands after touching library resources

Communication

Collaborate with school library advocacy committee or other district school librarians to formulate safety procedures and library policies such as self-check out or handwashing requirements. Implement a communications plan that informs parents, students, and teachers the school library's new policies and procedures. Use the school or district's communication platform to help ensure that everyone has access to this information.

RESOURCE https://www.health.state.mn.us/diseases/coronavirus/schools/clean.html; https://americanlibrariesmagazine.org/blogs/the-scoop/how-to-sanitize-collections-covid-19/

PURCHASING DIGITAL RESOURCES

Classroom technology integration is a priority for Mississippi districts and schools. Having digital books to provide easily accessible content to students is an essential component. Here are seven ways ebooks can be used by **ALL** students.

Emerging Readers

Students who read at a lower level than their classmates tend to shy away from reading all together. Digital books let them read at the level they are comfortable with while maintaining privacy.

Class-Assigned Readings

Teachers can use ebooks for various class assignments, enabling them to access the titles on any device, so they will always have their books whether the students are at school, home, or on the go.

Read-Alouds for EL Students

English Language Learners can better understand sentence structure and language flow by listening to digital books with read-aloud features. Studies show that listening to ebooks helps with knowledge retention and well as comprehension.

School Libraries

School librarians can help provide book recommendations that support the current MSCCR standards as well as encourage students to read. All ebooks would be a part of the library's collection.

Test Prep

Students want to study when it is convenient for them. Test prep in digital format can be accessed from anywhere. Unlike physical test-prep materials, students can highlight text and take notes on their device.

Language Learning

Students studying a new language can borrow digital titles in that language to better understand format and structure. Students can listen to the foreign language for context clues and flow.

Supplemental Readings

Teachers can assign supplemental digital reading materials to align with any subject or topic. Additional reading provides more in-depth insight into the curriculum, and students can access the content on their own time.

RESOURCE www.iste.org/.explore/innovator-solutions/7-ways-schools-are-leveraging-ebooks-and-audiobooks

Funding

The purchase of library media supports (e.g., ebooks and digital resources) are allowable under Title I, Part and therefore allowable under the CARES Act. If an LEA identifies the need in the comprehensive needs assessment and includes it in their schoolwide plan, the funds can be spent as noted.

Collection Development

It is crucial for your school librarian to create a collection development plan that ensures that ebooks and other digital resources fill the needs within the library's collection as well as student and teacher needs.

To ensure the library's digital collection reflects the school curricula, librarians should collaborate with faculty and staff. They should consider what books and additional virtual resources teachers and students will need to support the implementation of the curricula. Independent student reading is an essential goal of education, and it is necessary to align digital resources to student interests and reading levels.

Aligning Digital Resources to the Curriculum

1. Use an evaluation tool or quick surveys to identify areas that need to be strengthened by the implementation of ebooks and digital resources. Most ebook vendors can provide a collection analysis to help in this endeavor.
   4.4 Collection Evaluation Forms https://mdek12.org/LC

2. Identify the diverse needs and interests of the student population. Schools should not purchase the virtual form of the current library's collection but should purchase digital resources that enhance the current collection.

3. Prepare a collection development plan for needed digital resources. Include the acquisition information for the ebooks that are required (e.g., license and user information).
   eBook Purchasing Guidance https://mdek12.org/Library

4. Use the alignment to create a budget that will help build your digital collection over the next three years. This information can be used in your schoolwide plan when purchasing ebooks and digital resources using federal funds.
   6.2 Budget Justification Form https://mdek12.org/ASL

5. Present the digital resource collection development plan to the School Library Advocacy Committee for final review.
   6.8 Library Program SMART Goal https://mdek12.org/ASL

CREATING A VIRTUAL LIBRARY

School libraries should have a collection of digital resources available for students and teachers to use, but that is not the same as creating a virtual library. This section will help school librarians create a more virtual presence in their library for students, teachers, and parents.

Digital Learning is Not Going Away

Incorporating technology into library and research lessons used to be a goal, but now it is an essential piece to library curriculum instruction and design. Whether we have students in the library or not, reaching them through digital lessons will become standard practice moving forward.

- Update school library's website with links, resources, ebooks, and other helpful tools
- Create Bitmoji scenes and interactives to engage students

Creating Engaging Digital Activities will be More Important than Ever

One of the main things to know about distance learning is getting and maintaining student engagement is important.

- Provide a way to collaborate with teachers by making mini webpages with Adobe Spark
- Introduce library and research skills using Screencastify and upload them to YouTube or the library website

Socialization and Collaboration May Look Different but Remains Important

People are social by nature. Create different ways for students and teachers to socialize and collaborate virtually.

- Implement virtual platforms into literature circles, book clubs, or a school library blog
- Be a part of teacher's learning management systems to interact and communicate with students about any questions or concerns as far as the library and resources

Do Not Do It All by Yourself

Do not go about this year all alone. Work with school librarians in your district, library advocacy committee, or the public librarians.

- Create a Librarian Professional Development virtual meeting schedule to help with the transition.
- Attend as many free webinars from school library or education-related organizations

RESOURCE https://www.teachbetweenthelines.org/read-from-the-blog-1/2020/3/18/steps-to-designing-an-e-learning-or-online-unit-lt7pm-gxkmx

Digital Translation of School Librarianship

This section includes how to translate in school practices to remote or digital practices which includes library lessons, collaboration, and professional development. The school librarian can use the school's learning management system to teach information literacy and technology skills. Accessing library resources will also play an integral part of instruction provided by the librarian. Library lessons should be no more than 30 minutes each and should be collaboratively planned/scheduled by the classroom teacher and the librarian.

Planning

FOCUS	IN SCHOOL PRACTICES	REMOTE PRACTICES
Collaborative Planning	• Collaborates with teachers to plan and implement informational literacy skills that support classroom curriculum. • Participates in school, department, and grade-level curriculum development. • Provides teachers with print and non-print • Resources related to specific units upon request and proactively reaches out to teachers to support their instruction.	• Collaborates with teachers in the school's LMS to plan and implement instructional lessons and units that integrate information literacy skills and resources with the classroom curriculum. • Participates in virtual school, department, and grade-level curriculum development. • Supports teachers with digital resources related to specific units upon request and proactively reaches out to teachers to support their instruction. • Collaborates with other educators as appropriate.
Collection Aligned to Curriculum and Student Needs	• Establishes, maintains and updates an automated catalog. • Assesses student and teacher needs and interests. • Maintains a running list or suggestion box for teachers and students to request materials. • Assesses connections between classroom collections and the library. • Conducts ongoing collection analysis and development, regularly discarding and adding materials in light of the assessed needs. • Continuously reviews professional publications to keep up to date on current print and non-print resources.	• Keeps the online library catalog up-to-date and accessible. • Assesses student and teacher needs and interests through website, email, or social media outreach. • Manages am digital form seeking requests from teachers and students. • Assesses connections between online classroom needs and the library's ebook collection. • Creates collection development lists for possible funding opportunities. • Reads professional reviews in library publications and other reputable publications to keep current on print and non-print resources available.

	• Subscribes to online databases and other electronic resources (e.g., MAGNOLIA). • Develops and maintains relationships with book jobbers and vendors.	• Curates and subscribes to appropriate free resources being made available (e.g., MAGNOLIA and the MDE's Learning-at-Home Resources). • Continues to develop and maintain relationships with book jobbers and vendors.
Funding and Budget Management	• Establishes budget priorities based on assessment of needs, status of library collection, library plan for improvement, and industry trends. • Ensures that the library budget is allocated and spent each year according to district's procedures and policies. • Maintains budget and expenditure records. • Pursues grant opportunities for the library, including integration of the library into content-specific and school-wide grants, as appropriate.	• Establishes budget priorities based on remote learning needs of students and staff. • Maintains budget and expenditure records. • Actively pursues grant opportunities and free offerings which relate to the remote content offerings provided school wide. • Pursues online opportunities for the virtual library environment, including technological integration of the library into content specific and school-wide grants as appropriate.

Management

FOCUS	IN SCHOOL PRACTICES	REMOTE PRACTICES
Library Management	• Develops library vision, mission, and goals with input from administrators, teachers, students, parents and all other stakeholders. • Uses the Student Learning Outcomes and Library Program SMART Goals to assess library assets and needs and develop strategic plans for improvement. • Develops overall library policies and procedures. • Documents and maintains records on all aspects of the library program. • Serves on the school leadership team and integrates the library program throughout the school's literacy plan.	• Develops or modifies library vision, mission, and goals with input from administrators, teachers, students, parents and all other stakeholders. • Develops and adapts library policies for remote learning and procedures. • Keeps online records and maintains documentation regarding all aspects of the library program.

Collaboration and Services

FOCUS	IN SCHOOL PRACTICES	REMOTE PRACTICES
Flexible, Open, Extended, and Equitable Access	• Develops a scheduling policy that facilitates open and flexible access as well as strong instructional use. • Schedules library use and posts current library schedule weekly. • Provides open access time every day for students to check out resources. • Ensures that all students have public library cards, so they can access resources of the public library. • Advocates for extended library hours (before and after school, Saturday, summer).	• Develops a scheduling policy and virtual office hours that facilitates open and flexible access to the librarian during the scheduled school day. • Ensures that all students have public library cards, so they can access resources of the public library. • Advocates for the use of the virtual school and public library. • Promotes independent reading for all students as part of the school's program and e-resources to support it.
Integrated, Collaborative Teaching	• Shares responsibility with teachers for integrating inquiry, information literacy and technology skills into school curriculum. • Helps structure student assignments for deeper thinking and research. • Teaches collaboratively with classroom teachers whenever possible. • Develops and implements reading initiatives to motivate and engage each student in independent reading.	• Shares responsibility with teachers for integrating inquiry, information literacy and technology skills into online school curriculum. • Helps structure student assignments for deeper thinking and research with virtual office hours, email, and online response tools. • Teaches collaboratively with classroom teachers whenever possible in a learning management system. • Develops and implements reading initiatives with videos, eBooks, virtual assignments, and collaborative peer tools to motivate and engage each student in independent reading.
Information Literacy Skills	• Leads the school in developing a plan for integration of information literacy skills throughout the grades and subject areas. • Documents the teaching of information literacy skills to ensure that all students have equitable opportunities to develop and practice skills. • Provides professional development to teachers to investigate how technology and information skills can support curriculum and instruction.	• Leads the school in developing a plan in LMS on the integration of information literacy and digital skills throughout the grades and subject areas. • Ensure that all students have equitable opportunities to develop and practice information literacy skills through resources, assessments, and virtual learning opportunities. • Provides professional development with webinars, video conferencing tools, resource links, or recorded content to teachers to illustrate how technology and information skills can support curriculum and instruction.

Use Resources and Technology	• Ensures that the library has sufficient working computers connected to the Internet and appropriate software. • Stays up to date on the latest technologies and their use for teaching and learning. • Trains teachers and shares best practices in integrating technology into instruction. • Integrates the library into the school's technology plan. • Communicates to students and faculty the ethical and safe use of technology. • Maintains fair and consistent circulation and use policies. • Promotes use of the library to teachers, students, and families to ensure that the library is a vital and active center of learning for the whole school. • Documents use of library and library computers by classes and individuals. • Pursues support from technology personnel to maintain working and up-to-date computers and Internet access.	• Ensures that teachers and students have access to vetted electronic resources from home, as well as the technology needed to access them. • Stays up to date on the latest technologies and electronic resources for teaching and learning from home. • Creates lessons in an online classroom to train teachers and students how to use electronic resources for teaching and learning. • Integrates the library into remote learning at their school. • Communicates to students and faculty the ethical and safe use of technology from home. • Promotes use of the virtual library to teachers, students, and families to ensure that the library is a vital and active center of learning for the entire school. • Documents use of the virtual library in relation to specific content area needs. • Seeks support from tech personnel and vendors in integrating and using e-resources to facilitate student learning.
Library Advocacy and Support	• Effectively communicates the vision for the school library to the faculty, staff, families, and community. • Communicates regularly with staff, students, and parents about library resources and programs in various forms (e.g., staff meetings, newsletters, student newspaper, displays, website). • Develops an ongoing advocacy program for the library.	• Effectively communicates the vision for the school library to the faculty, staff, families, and community. • Communicates regularly with staff, students, and families regarding access to library resources including User IDs and passwords. • Develops programming in various forms (e.g., social media, email, digital newsletters, website, etc.). • Develops an ongoing advocacy program for the library.

Library Environment and Facilities

FOCUS	IN SCHOOL PRACTICES	REMOTE PRACTICES
Climate Conducive to Learning	• Creates a welcoming and respectful climate in the library. • Provides for diverse student needs in resources and instruction. • Provides opportunities for students to use the library for class-related research, individual investigation, independent reading, and personal inquiry. • Sponsors special programs in the library. • Continually rotates, replaces, and updates displays of books and student work to reflect current curricular themes.	• Designs welcoming and accessible library website highlighting student work and life. • Curates digital resources in multiple formats to target diverse student needs. • Provides online opportunities for students to use library resources for research, individual exploration, independent reading, and personal inquiry. • Promotes webinars, video conferencing, and video tools to connect students to special programs. • Continually updates online book displays in online catalogs or school library websites.
Physical Environment/ Facilities	• Organizes the library in logical Dewey Decimal • System order for ease of access to resources. • Arranges the library for a variety of uses by large groups, small groups, and individuals. • Enhances usage of the library through clear signage and designation of areas for specific activities (storytelling, research, technology use, etc.). • Maintains an orderly environment. • Facilitates redesign of the library space when the opportunity arises.	• Organizes a list of electronic resources by subject area for all students. • Curates E-resources into appropriate subject areas on an easily browsable or searchable platform • Provides 1:1 support for students and/or teachers or breakout groups. • Clearly organizes a website, minimizing non-essential information and promoting information that responds to staff and student needs. • Organizes digital classrooms to replicate and share/deliver to classes.

Professional Responsibilities

FOCUS	IN SCHOOL PRACTICES	REMOTE PRACTICES
Professional Learning	• Attends library programs, meetings and conferences (e.g., LAMP, MLA, MEGAResource). • Actively networks with other school and public librarians (e.g., MS Association of School Librarians). • Coordinates professional development opportunities for teachers on technology, information fluency and inquiry in order to build a professional learning community.	• Attends library online programs, meetings and virtual conferences. • Actively networks with other school and public librarians using virtual tools and social media. • Coordinates professional learning opportunities for classroom teachers on databases, library resources, and technology tools in order to build a professional learning community.

RESOURCE www.nysl.nysed.gov/libdev/slssap/TranslationOfPracticeNYCSLS.pdf

Elementary Lesson Plan

Topic: Welcome Back to the Library

Pre-K – First Grade			
Topic	**Literature Connection**	**Activities**	**Digital Component or Resource**
Book Care	• *Manners with Library Books* by Amanda Tourville • *Read It, Don't Eat It* by Ian Schoenherr	Librarian: • Read either *Manners with Library Books* or *Read It, Don't Eat It* • Or watch *Mr. Wiggle's Book* • Model how to care for books when "reading" Students: • Color book care rules bookmarks to keep with library books (Examples can be found on the Internet)	• *Mr. Wiggle's Book* link: https://www.youtube.com/watch?v=oes1PE58WQE • Make a video modeling how to care for books
Library Behavior	• *Lost in the Library* by Josh Funk • *We Don't Eat Our Classmates* by Ryan T. Higgins	Librarian: • Read or watch either *Lost in the Library* or *We Don't Eat Our Classmates* • Model how to appropriately behave in the library Students: • Complete scavenger hunt in *Lost in the Library* Activity packet while practicing good "library" behavior https://www.joshfunkbooks.com/stuff-for-kids	• *Lost in the Library* link: https://www.youtube.com/watch?v=l-fFCGnwMO4 • *We Don't Eat Our Classmates* link: https://www.youtube.com/watch?v=Qwd4bpVeAVA • School library rules video link: https://youtu.be/3d2xv_mlRus

MS School Library Skills: LIB.IL.1.1 Locate the school library and understand how the library is organized by recognizing signage and labels through pictures and text.
LIB.IL.1.2 Identify whom to ask for help in the school library. **LIB.LU.2.1** Follows rules for proper library conduct according to library rules while engaging with the physical and virtual library.
LIB.LU.2.1 Exhibit responsible care in the use of materials, equipment, and facilities. **RED.LV.1.1** Actively read, view, and listen to information in a variety of formats (e.g., textual, visual, and media).

Second and Third Grade			
Topic	**Literature Connection**	**Activities**	**Digital Component or Resource**
Book Selection	• *Dreamers* by Yuyi Morales	Librarian: • Read or watch *Dreamers* • Model how find a book from the shelf and how to use shelf markers • Model how to use the Five Finger Rule to find the right book • Model the check-out and return processes • Model how to use AR BookFinder and Lexile Find a Book to aid in book selection based on Reading Level and Interest Level	• *Dreamers* link: https://www.youtube.com/watch?v=jPul4LEQf3M • Make a video modeling how to select a book from the shelf and check the book out from the library • AR BookFinder link: https://www.arbookfind.com/UserType.aspx • Lexile Find a Book link: https://hub.lexile.com/find-a-book/search
Library Organization	• *Do You Know Dewey?: Exploring the Dewey Decimal System* by Brian Cleary	Librarian: • Read *Do You Know Dewey?: Exploring the Dewey Decimal System* • Define "call number" and "online catalog" • Explain how books are organized in the different sections of the library • Model how to use the online catalog to find books by title and author Students: • Complete a scavenger hunt using the library's online catalog	• *Introduction to the Dewey Decimal System* link: https://www.youtube.com/watch?v=9bV_sl8XQdI • Make a voice-over presentation explaining how the library is organized and how to use the online catalog • Scavenger hunt can be completed paper/pencil or virtually

MS School Library Skills: LIB.IL.1.3 Use the library's automated catalog system to find resources for academic assignments and/or personal growth. **LIB.IL.1.4** Define call number, why it is used and where it is found. **LIB.IL.1.5** Locate books by using Dewey Decimal Classification System or other classification systems such as genre or Library of Congress. **LIB.IL.1.6** Interpret information in the library's automated system (e.g., type of material, publication, location, call number). **LIB.LU.2.3** Self-select a book and follow procedures for circulation and timely return of materials. **RED.LV.1.1** Actively read, view, and listen to information in a variety of formats (e.g., textual, visual, media).

Librarians should review library behavior, book selection process, and circulation policies at the beginning of each year.

Fourth - Sixth Grade			
Topic	**Literature Connection**	**Activities**	**Digital Component or Resource**
Online Catalog: Keyword Search	• *Counting on Katherine: How Katherine Johnson Saved Apollo 13* by Helaine Becker • *Curiosity: The Story of a Mars Rover* by Marcus Motum • *Starstruck: The Cosmic Journey of Neil deGrasse Tyson* by Kathleen Krull	Librarian: • Read or let students choose a book from a pre-selected group • List words that are related to the nonfiction text or subject area • Model how to complete keyword brainstorming activity • Reinforce how to use the online catalog Students: • Use online catalog to search terms to create a book lists that support those terms	• Make a voice-over presentation explaining how to use the online catalog using keywords • Brainstorming activity can be completed paper/pencil or virtually by using Padlet
Online Catalog: Features		Librarian: • Create search lists based on different subject area terms or topics that support classroom lesson • Explain the different parts of a holdings record • Model how to complete a bibliography using the holdings record information Students: • Work in small groups to search for print resources and create a bibliography	• Make a voice-over presentation explaining how to use the online catalog to complete a bibliography • Bibliography activity can be completed paper/pencil or virtually by using online form program

MS School Library Skills: LIB.IL.1.7 Convert guide or keywords into subject headings that will be found in the automated system. **LIB.IL.1.8** Place holds on materials using the library's automated catalog system or request materials through ILL (Inter Library Loans) using other online catalogs (e.g., public library or World Cat). **LIB.IL.1.9** Utilize interactive features of the online catalog such as book reviews, book lists, and ratings.

Librarians should review library behavior, book selection process, and circulation policies at the beginning of each year.

Secondary Lesson Plan

Topic: Digital Citizenship

Seventh – Twelfth Grade			
Topic	**ELA Connection**	**Activities**	**Digital Component or Resource**
Copyright and Fair Use	• ELA.RI.7-12.1-4 • ELA.W.7-12.8 • ELA.L.7-12.6	Librarian: • Ask students to share their ideas about what it means for something to be copyright protected • Ask students how they can know if something is copyright protected • Show *A Fair(y) Use Tale* TeacherTube video that explains Fair Use and Copyright • Model how students can work through online lessons from *Copyright & Creativity* • These lessons can be added to the school's learning management system or a link on the library's website Students: • Work through online lessons from *Copyright & Creativity*	• Brainstorming activity can be completed paper/pencil or virtually by using Padlet • *A Fair(y) Use Tale* https://www.teachertube.com/video/a-fairy-use-tale-2523 • *Copyright & Creativity for Ethical Digital Citizens* https://www.copyrightandcreativity.org/

MS School Library Skills: RES.CO.4.1 Discuss and apply intellectual property, copyright, plagiarism, and fair use guideline**s. DIG.CI.2.1** Identify and explain the rights and responsibilities with respect to media and digital citizenship. **DIG.CI.2.3** Engage in positive, safe, ethical, and legal digital citizenship responsibilities. **DIG.CI.2.4** Demonstrate responsible citizenship in use of materials and resources.

Librarians should review library behavior, book selection process, and circulation policies at the beginning of each year.

Virtual Book Clubs

The following offers tips, ideas, and strategies for making a virtual book club a success. These ideas can be used across grade levels with certain changes to support the students' learning and reading abilities as well as Internet access. Moving your book clubs to a digital platform will allow more students to participate at any time of the day.

Survey students to see what genres, titles, authors, or topics that they would like to cover in the virtual book clubs. You may be able to have several book clubs happening at the same time since they will not be in person.

Set **clear expectations** so that the virtual book club is a safe, comfortable space for all students to participate.

A **reading schedule** is important when students are tackling the reading on their own. However, rolling deadlines might become a detriment to the book club, so a weekly reading schedule can help students stay on task.

While students are working through the assigned reading, they will need some **extra support**. If you know that the book may contain difficult vocabulary, consider providing a list of words and their definitions up front. This idea may be helpful if the book is set in a different time period or location.

Include some type of **creative activity** that makes the text come alive (e.g., paired poetry, meme making). Many paper-based tasks can also easily be uploaded or converted to digital.

The best part of a book club is having the students discuss their thoughts about different aspects of the book. The librarian should play the facilitator role during the **discussion** portion of the book club. There are several different platforms to host the book club discussions including the school's learning management system. Ensure to support those students with limited to no Internet access outside of school.

Even though most library activities do not end with an **assessment**, it may be beneficial to add some type of short assessment the wrap the reading assignment. This could be a quick writing assignment where you offer several writing prompts for students to use for the activity.

Include the objectives, discussion questions, writing prompts, and activities in your **lesson plans** if applicable. This will show administrators how you are prompting reading in this type of format.

Using Flipgrid for Virtual Book Clubs

Librarians know that it is hard to get students to read outside of the classroom. No doubt, there are numerous reasons why students do not read books that are not required. But no matter the reason, it is essential for them to become lifelong readers. Using Flipgrid to create a virtual book club can help engage students in free choice reading and open discussions.

Create Account

Create an educator account using Google, Microsoft, or any other email address and password. Students do not need accounts.

Complete all necessary information and create the shared **FLIP CODE**.
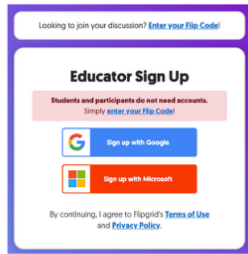
Add Topics

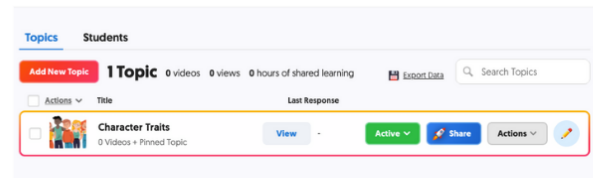Click the title of the Flip Grid to add Topics for students to discuss (e.g., Character Traits).

Topic Essentials

Add title, prompt, tips, attachments, and adjust video features and feedback. You can include a feedback rubric if necessary.
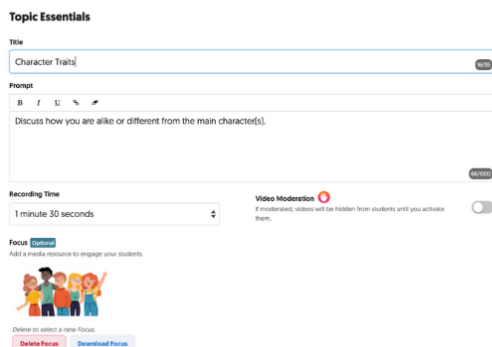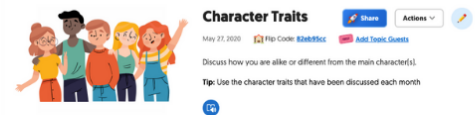

Active and Share Topics

From the Topic Menu, you can add, view response, active, hide, or share topics.
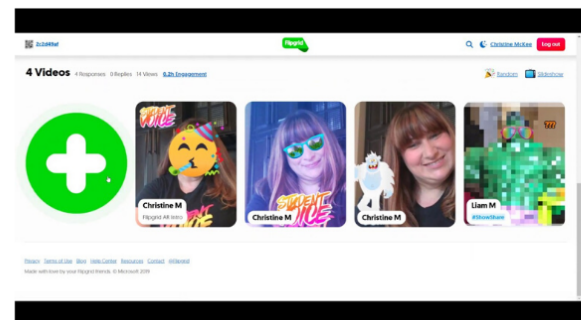

Immersive Reader

Topic Details page show the discussion topic, hints, and includes an immersive reader function.

Student Responses

Students have the ability to respond to other's videos. They can simply "like" the video or they can leave a video reply. This is a perfect way to teach a lesson in Digital Citizenship.

Online Reading Trackers

There are several different options in tracking reading; however, printable lists and spreadsheets are not the best way for our students to track their reading. The following two online reading trackers are free to use for teachers and librarians. Each tracker allows entire classrooms to be added to help aid in tracking a group or individual student's reading accomplishments.
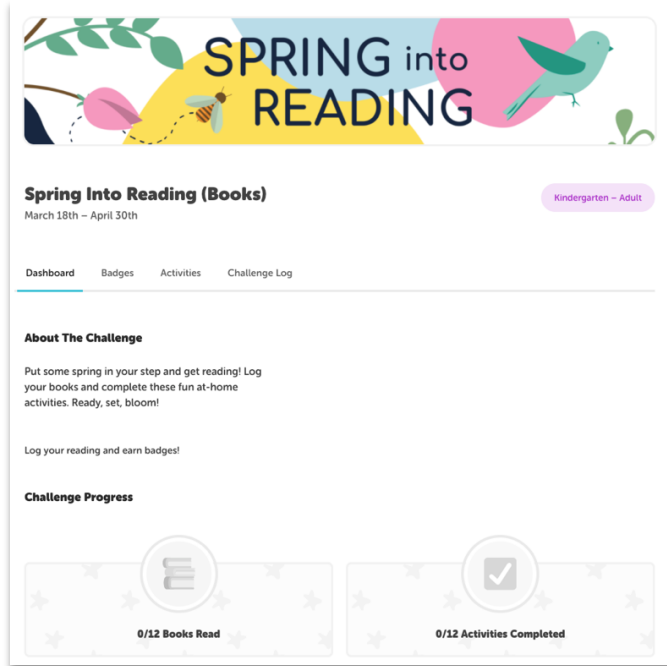
Beanbright Reading Tracker
(K-12) www.beanbright.com

Beanbright helps facilitate reading challenges and gain more data on students' free-choice reading. This tracking program helps motivate students to do more self-directed reading.

Reading is Fundamental Literacy Tracker
(K-6) www.rif/org/literacy-central/literacy-tracker

Literacy Tracker Tool allows teachers and librarians to check in on students reading progress throughout the year and helps students find "just the right" books to develop their skills.