A ROADMAP TO REOPENING

Mississippi School Libraries

June - July 2020

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Office of Elementary Education and Reading
School Library Specialist
VISION
To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION
To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community
State Board of Education Goals

1. **ALL**
   - Students Proficient and Showing Growth in All Assessed Areas

2. **EVERY**
   - Student Graduates from High School and is Ready for College and Career

3. **EVERY**
   - Child Has Access to a High-Quality Early Childhood Program

4. **EVERY**
   - School Has Effective Teachers and Leaders

5. **EVERY**
   - Community Effectively Uses a World-Class Data System to Improve Student Outcomes

6. **EVERY**
   - School and District is Rated “C” or Higher
To create collaborative relationships between school librarians and classroom teachers that transforms the school library program into a support system that strengthens the curriculum by bridging the informational literacy gap.
REOPENING

SCHOOL LIBRARY GUIDANCE
Roadmap to Reopening Mississippi School Libraries

https://mdek12.org/Library
Keeping school libraries safe is **important** for librarians, teachers, and students. 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.
Reopening: School Schedules

- 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
Reopening: School Schedules

- Provide teachers and students with access to additional digital 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
- Hand sanitizer or water/soap should be made available for all library users

• 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
Reopening: Other Schedules

• **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*
Reopening: Cleaning Library Facilities

- **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.

**RESOURCE**

https://www.health.state.mn.us/diseases/coronavirus/schools/clean.html;
Makerspaces

- Community objects like Legos, makerspace tools, and board games should be cleaned regularly with wipes or spray cleaner
- The machines and work surfaces should be completely disinfected
- Users should disinfect hands before and after using any equipment
- Makerspace creation can be quarantined for 72 hours to ensure no cross contamination

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**.

**RESOURCE**

https://www.health.state.mn.us/diseases/coronavirus/schools/clean.html;

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
Reopening: 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;
EBOOKS

PURCHASING GUIDANCE
A Quick Guide to Purchasing eBooks for K-12 Schools

https://mdek12.org/Library
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.

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
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.
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](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).
   **Page 8 School Library eBook Collection [https://mdek12.org/Library](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](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](https://mdek12.org/ASL)**
According to a recent survey, more than 70% of school libraries rely on multiple models to develop their ebook collections. The following table explains the different elements that need to be considered when purchasing ebooks to enable schools to optimize budgets, improve outcomes, and see a higher return on investment.

Four factors to look for when purchasing ebooks:

1. Publisher Licensing Models
2. Formats and Devices
3. Adding Digital Books to the Collection
4. Digital Rights Management

RESOURCE natlib.govt.nz/schools/school-libraries/collections-and-resources/selecting-resources-for-your-collection/ebooks-in-the-school-library
# ebooks: Acquisition Models

<table>
<thead>
<tr>
<th>Price</th>
<th>License Types</th>
<th>User Types</th>
<th>Features</th>
<th>Devices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interactive eBooks</strong></td>
<td>$40 each</td>
<td>No checkout limits, No public posting of school's login and password</td>
<td>Unlimited simultaneous access</td>
<td><strong>Interactive Features:</strong> Audio, annotation tools, innovative navigation, smart search options <strong>Other Features:</strong> Work with most library OPACs (circulation data), interactive lesson plans and student activities, correlates with AR and Lexile</td>
</tr>
<tr>
<td><strong>Single Purchase eBooks</strong></td>
<td>$15-$50 each</td>
<td>24 checkouts, 12 – 36-month period, One-time purchase</td>
<td>Single-User Access, Unlimited simultaneous access</td>
<td><strong>Interactive Features:</strong> Annotation tools, full-text search, dictionary support <strong>Other Features:</strong> Correlates with AR and Lexile, works with most library OPACs (circulation data)</td>
</tr>
<tr>
<td><strong>Subscription</strong></td>
<td>Monthly or yearly subscription</td>
<td>Annual subscription license</td>
<td>Unlimited simultaneous access</td>
<td><strong>Interactive Features:</strong> Text accessibility features, audio, quizzes  <strong>Other Features:</strong> Broads range of topics and titles, reading tracker, bilingual, class rosters</td>
</tr>
</tbody>
</table>

VIRTUAL LIBRARY

LESSONS AND ACTIVITIES
Digital Learning in 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.

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.

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.

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.
### Collaborative Planning

<table>
<thead>
<tr>
<th><strong>FOCUS</strong></th>
<th><strong>IN SCHOOL PRACTICES</strong></th>
<th><strong>REMOTE PRACTICES</strong></th>
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</thead>
<tbody>
<tr>
<td>Collaborative Planning</td>
<td>- Collaborates with teachers to plan and implement informational literacy skills that support classroom curriculum.</td>
<td>- 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.</td>
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<td>- Participates in school, department, and grade-level curriculum development.</td>
<td>- Participates in virtual school, department, and grade-level curriculum development.</td>
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<td></td>
<td>- Provides teachers with print and non-print resources related to specific units upon request and proactively reaches out to teachers to support their instruction.</td>
<td>- Supports teachers with digital resources related to specific units upon request and proactively reaches out to teachers to support their instruction.</td>
</tr>
<tr>
<td></td>
<td>- Resources related to specific units upon request and proactively reaches out to teachers to support their instruction.</td>
<td>- Collaborates with other educators as appropriate.</td>
</tr>
<tr>
<td>Topic</td>
<td>Literature Connection</td>
<td>Activities</td>
</tr>
<tr>
<td>------------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Library Organization</td>
<td>●  <em>Do You Know Dewey?: Exploring the Dewey Decimal System</em> by Brian Cleary</td>
<td>Librarian:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>●  Read <em>Do You Know Dewey?: Exploring the Dewey Decimal System</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>●  Define “call number” and “online catalog”</td>
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<td>●  Explain how books are organized in the different sections of the library</td>
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<td>●  Model how to use the online catalog to find books by title and author</td>
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<td>Students:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>●  Complete a scavenger hunt using the library's online catalog</td>
</tr>
</tbody>
</table>

**MS School Library Skills:** **LIB.II.1.3** Use the library’s automated catalog system to find resources for academic assignments and/or personal growth. **LIB.II.1.4** Define call number, why it is used and where it is found. **LIB.II.1.5** Locate books by using Dewey Decimal Classification System or other classification systems such as genre or Library of Congress. **LIB.II.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).
<table>
<thead>
<tr>
<th>Topic</th>
<th>Literature Connection</th>
<th>Activities</th>
<th>Digital Component or Resource</th>
</tr>
</thead>
</table>
| **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 |

**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.
<table>
<thead>
<tr>
<th>Topic</th>
<th>ELA Connection</th>
<th>Activities</th>
<th>Digital Component or Resource</th>
</tr>
</thead>
</table>
| 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 | • 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/ |
| Students:             |                | Students:  
• Work through online lessons from Copyright & Creativity                      |                                |

**MS School Library Skills:**  
RES.CO.4.1 Discuss and apply intellectual property, copyright, plagiarism, and fair use guidelines.  
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.
Flipgrid for Virtual Book Clubs [https://info.flipgrid.com/](https://info.flipgrid.com/)
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.

Beanbright Reading Tracker [www.beanbright.com](http://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 [www.rif.org/literacy-central/literacy-tracker](http://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.
To subscribe, send a message to
esimmons@mdekk12.org with “subscribe library” as the subject of the email.

Please include name, role, and name of school and district.
Contact Information

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mdek12.org/Library