

Reopening School Libraries Plan 2021-2022

School libraries are critical to teaching and learning for all students. As educators, it is important that we continue to provide services to our students, teachers, and families via remote and blended learning practices. This includes access to print and non-print resources, as well as instruction.

Due to the rapidly changing guidance being disseminated from the [REopening Archives, Libraries, and Museums Project](#), as well as the [CDC](#), we have linked directly to these organizations for the most current research, benchmarks, and recommendations. Please stay current with the research on safe practices and email libraries@schools.nyc.gov with questions and concerns.

FOCUS AREA	RECOMMENDATION	SERVICES AND ACTIVITIES	RESOURCES
Physical Environment/Library Facility		<p>It is recommended for librarians to be members of the School Space Planning Committee and School Leadership Team.</p> <p>The size of the library facility will dictate how many students/teachers can occupy the library facility at the same time. Please utilize social distancing of a minimum of 3 feet between all students and staff and masks should be worn as per current DOE guidelines.</p> <p>Enter through one entrance/exit through a separate exit. Use door stops when appropriate (to limit touching doors).</p> <p>Air Purifiers should be available and functional in library facilities.</p>	<p>DOE COVID-19 Resources (InfoHub)</p> <p>CDC School Settings Guidance COVID-19</p> <p>Cleaning and Disinfecting Guidance from CDC: ISchool Settings COVID-19</p> <p>Reopening Archives, Libraries, and Museums (REALM)</p> <p>New York State COVID-19</p>
Circulation Desk	<p>Install sneeze guards and follow disinfecting guidelines outlined by CDC.</p> <p>Place markers (i.e. Stand Here Circles) on the floor instructing patrons where to stand when approaching the circulation desk.</p> <p>Have hand sanitizer available on the Circulation Desk.</p>		
<ul style="list-style-type: none"> Student chairs and desks Computer stations Soft seating/lounge furniture 	Follow disinfecting guidelines outlined by CDC .		

Shelving	<p>Limit student access to the shelves.</p> <p>If students are accessing shelves, wipe down frequently with disinfectant.</p> <p>Avoid using browsing sticks. If necessary, follow disinfecting guidelines outlined by CDC.</p> <p>Encourage using the online catalog (Destiny) and placing books on hold. For Destiny questions, please refer to the Destiny Libguide.</p>	<p>In school buildings that share facilities, assign different days or times to each school.</p> <p>Install sneeze guards around the circulation desk.</p> <p>Masks should be worn at all times as per current DOE guidelines.</p> <p>If the library facility is converted to a classroom, limit access to the physical collection to only librarians. Librarians push into classrooms or provide instruction virtually (refer to Translation of Practice). Asynchronous vs. Synchronous Blended Learning guidance below.</p>	<p>Documentation Initiative</p> <p>AASL Pandemic Resources</p>
Book drop	<p>Wipe down with disinfectant after books are removed following disinfecting guidelines outlined by CDC.</p>	<p>If the library facility is inaccessible, circulation services should be provided via a library cart. Limit the number of people touching items that will be circulating. Encourage use of online catalog (Destiny) to place holds on items.</p>	
Photocopiers/Scanners/Printers	<p>Follow disinfecting guidelines outlined by CDC.</p>		
Makerspaces	<p>Limit or avoid use of materials during Covid-19.</p> <p>Follow disinfecting guidelines outlined by CDC.</p> <p>Develop projects that are disposable or do not require shared</p>		

	materials. (i.e. Activities To-Go Packets, Take Home Makerspace Kits)		
Scanners/remote scanners	Limit use to librarians and library personnel only. Ensure Destiny Administrator Data Security Agreement is up-to-date for library personnel that are circulating materials. Follow disinfecting guidelines outlined by CDC .		
Stuffed animals, puppets	Put away or dispose of.		
<p>Circulating Material</p> <ul style="list-style-type: none"> • Books • Book Sets (including MyLibraryNYC sets) • Playaways • CDs/DVDs/Videos • Manipulatives • Board Games • Calculators 	<p>Quarantine all returned material for a minimum of 3 days as per guidelines.</p> <p>Encourage use of eBooks and audiobooks from the Citywide Digital Library on Sora.</p>	<p>Mark all books lost for graduating students (5th, 8th, and seniors). Encourage siblings to return books of graduated students.</p> <p>Conduct a complete inventory of the collection in Destiny and delete lost books in early fall.</p> <p>Drive-by library book/textbook collection for school libraries.</p> <p>Circulating/delivery books on carts.</p> <p>Create space and labels for staging holds.</p>	<p>Mylar covers for all dust jackets.</p> <p>Kapco on all paperbacks.</p> <p>How to Sanitize Collections in a Pandemic</p>

		<p>Create space and labels for quarantining materials that have been circulated.</p> <p>Close off book aisles (stacks) to everyone except the librarian. Books can be put on hold through the catalog and delivered to student's classrooms.</p>	
<p>Non-circulating Material</p> <ul style="list-style-type: none"> • Reference Books • Magazines 	<p>If material is used, quarantine for a minimum of 3 days as per guidelines. Have carts available for material used in the library.</p>	<p>Do <u>not</u> order print magazines in the 2021-2022 academic year.</p> <p>Access magazines and periodicals via NOVELny.</p>	
<p>Technology</p> <ul style="list-style-type: none"> • Laptops/Desktops • Promethean Board • Keyboards & Mice • Touch Screens • Tablets and iPads • Photocopiers • Book ID Scanners • Digital Scanners • CAASS Stations • Printers • 3D Printers • Headphones • Smartboard • Laminating Machine 	<p>Follow disinfecting guidelines outlined by CDC.</p> <p>Limit use of all technology to teachers.</p> <p>Implement 1:1 when possible and do not allow students to share devices.</p>	<p>Electronic devices are not to be shared between students (CDC Guidelines).</p> <p>If possible, use covers for all keyboards.</p> <p>Create digital request forms and automate processes (via Forms or other means).</p>	<p>i.e. Silicone-Key-board-Protector</p>
Programming	Schedule virtual programming and	Digital Ideas for Programming:	Evaluating Virtual

<ul style="list-style-type: none"> • Before School • During School • After School 	<p>consider asynchronous and synchronous options for students.</p>	<ul style="list-style-type: none"> • Clubs to be hosted using Google Meet / Zoom / Teams • Automate scheduling of office hours using Google Meet / Zoom / Teams sessions throughout week to continue one-on-one and small group assistance <p>If possible, clubs should meet outdoors with social distance in schools that have adequate schoolyard spaces.</p>	<p>Programming</p>
<p>Library Instruction</p> <ul style="list-style-type: none"> • In-person/Blended Learning/Remote Learning • Scheduled Classes • Open Access 	<p>Collaborate with classroom teachers to provide instruction on information literacy and digital literacy skills through the content areas.</p>	<p>Refer to Blended Learning - Synchronous and Asynchronous Instruction below.</p> <p>Refer to Empire State Information Fluency Continuum (ESIFC).</p>	<p>Translation of Practice</p> <p>Cult of Pedagogy: Reopening Schools, What it might look like</p>
<p>Digital presence</p> <ul style="list-style-type: none"> • Library Catalog (Destiny) • Library Website • Databases • eBooks • Virtual Classroom (iLearn/Google) • LibGuides • Other Digital Tools 	<p>Develop and maintain a digital presence for the library that is easily accessible and navigable for students to access print and non-print resources.</p> <p>Ensure Destiny Library Catalog is clean and up-to-date. For assistance with cataloging and Destiny, please contact NYC DOE Department of Library Services at libraries@schools.nyc.gov.</p> <p>Promote use of the Citywide Digital Library on Sora.</p>	<p>Focus spending (object codes 338, 337, and 199) on procuring eBooks and databases that complement the Citywide Digital Library on Sora and additional collections available from NYCSLS and NOVELny.</p>	<p>Citywide Digital Library on Sora</p> <p>Gale Collections</p> <p>LGBTQ Collections - Mackin Via</p> <p>Destiny Library Catalog</p> <p>COVID-19 Free eBooks</p>

<p>Communication</p> <ul style="list-style-type: none"> • Email • Skedula • Social Media • Newsletter • Forms 		<p>Weekly Newsletters:</p> <ul style="list-style-type: none"> - email message shared with all students/parents to provide information / upcoming events / support (with active hyperlinks) - Alternative media: podcast, video (with links in the comments?) 	<p>Newsletter tool:</p> <p>http://www.smore.com</p> <p>DOE Social Media Guidelines</p>
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Blended and Remote Teaching and Learning Synchronous and Asynchronous Instruction

LIBRARY SERVICES

Synchronous Instruction	Asynchronous Instruction
<ul style="list-style-type: none"> Collaborate with content area teachers on virtual learning platforms to plan (e.g, Teams, Zoom, Meet) to plan and implement instructional lessons and research units that engage students in an inquiry process (i.e. Stripling Model of Inquiry) and integrate information literacy skills and resources with the classroom curriculum. Use the REACTS Taxonomy to develop project-based learning experiences for students to share their new understandings in authentic and engaging ways. Use examples from Taxonomy to think and create with their researched information, rather than simply copy or parrot back the facts. Research assignments should include application of digital presentation tools to present new knowledge. Select quality vetted electronic resources via NOVELny, Gale Pages, or the Citywide Digital Library on Sora eReader to support student learning and independent reading. Ensure all students have library cards to the three NYC public library systems (BPL, NYPL, and QPL). Add NYC public library systems to student's accounts via Citywide Digital Library on Sora eReader to access the public library's eBook and audiobook collections. Engage students through the different phases of the Stripling Model of Inquiry to guide students in connecting to previous knowledge, as well as gaining background knowledge and context to apply to question development, making predictions or hypothesizing, investigating and researching a topic, synthesizing information, presenting new knowledge, and reflecting on the inquiry experience. Capture student learning using the assessments to ensure mastery of the skill. If skill is not mastered, provide scaffolded instruction and support in real-time or provide annotated lessons, video clips, informational text, and multimodal learning resources to support instruction via online learning platforms. 	
<ul style="list-style-type: none"> Co-teach live lessons using scaffolded skills from the Empire State Information Fluency Continuum through the content area. Select a Priority Skill Assessment and provide real-time guidance to apply the skill via modeling. Structure lessons to be interactive for deeper thinking and research. Provide guiding questions and encourage discussion via whole group, small groups, and one-on-one live support. Model searches using databases, as well as online catalogs to locate print and nonprint text. Model use of graphic organizers (Priority Skill Assessments) to capture information during research and synthesize new meaning. 	<ul style="list-style-type: none"> Record lessons co-teaching scaffolded skills from the Empire State Information Fluency Continuum through the content area. Select a Priority Skill Assessment and provide step-by-step guidance modeling the skill virtually. Research assignments should include application of digital presentation tools to present new knowledge. Structure lessons to engage learners for deeper thinking and research with virtual office hours, email, digital response tools, and discussion boards that encourage and capture online conversations (ex. Google Forms, Microsoft Teams Office Hours). Provide scaffolded instructions and recorded guidance modeling searches using databases, as well as online catalogs to locate

	<p>print and nonprint text.</p> <ul style="list-style-type: none"> Encourage independent use of graphic organizers (Priority Skill Assessments) to capture information during research and synthesize new meaning.
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OVERARCHING IDEAS	
SYNCHRONOUS	ASYNCHRONOUS (SELF-PACED)

- Interactive lessons
- Interactive content
- Direct instruction
- Live discussions
- Interactions with peers
- Real-time feedback
- Project-based learning
- Check-ins around goals
- Building community
- Promote student ownership and agency
- Foster trusting relationships
- Support social-emotional learning
- Control over what they learn
- Feel empowered to embrace their culture and history

- Engaging learning
- Support independent thinking and learning
- Individualized learning pathways
- Meaningful options
- Accommodates different learning styles
- Scaffolds and support toward successful independent completion
- Discussion boards
- Flipped Classroom
- Checklists
- Clear directions
- Collect and analyze student work to make instructional decisions