

RESPONSIVE LIBRARY SERVICES



COVID-19 GUIDANCE | Last updated 08/03/2020

Overview

Throughout the 2020-2021 school year, school library programs will need to quickly adapt to various scenarios to maintain a high level of service and support to students, teachers, and the school community. In order to support that flexibility, Library Media Services is providing the following recommended policies and procedures. These policies and procedures will allow schools ultimate flexibility in responding to the needs of their community. Site based decisions will be made based on the rate of progress towards meeting these recommended guidelines. Sites may feel the need to have stricter guidelines to better meet the needs of their stakeholders and community. Nevertheless, the media center space **shall not be used in such a way as to limit access to stakeholders or to limit the function and purpose of the media specialist**. School Library Media Coordinators and district administrators will revise and update these policies and procedures based on recommendations from the North Carolina Department of Health and Human Services. Guidelines for Plan C should also apply for providing services to students participating in the Virtual Academy.

These guidelines are subject to change as additional information becomes available.

Questions can be directed to Amy Stanley, Director of Digital Learning, Library Media Coordinators, and school site administrators.

The following plan was developed with the help from JCPS Media Coordinators, Wake County Public School System, NC School Library Media Association, and NCDPI Contributors.

Guidelines adapted from guidelines originally developed by Wake County Media Services (August, 2020)

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Circulation Policies

Rationale

It is vital for students to have access to physical books whether they are in school or participating in remote instruction. Since it's highly likely that students will not have the ability to visit the school library as frequently as they have in the past, it's important for schools to adopt responsive circulation policies to allow students access to enough materials to meet their needs for recreational reading, research, and curriculum support.

Recommended Circulation Policy

Check-out limit: Determined by school Administrators and Library Media Coordinators.

Check-out term: Determined by school Administrators and Library Media Coordinators. *Library Media Services recommends a check-out term of at least 2 weeks.*

- Students in grades 3-12 should be taught how to access their account in Destiny to request materials, put materials on hold, and renew materials.
- Instructions should be provided to families for students in grades PreK-2 for how to support their student's access to their account in Destiny to request materials as a family, put materials on hold, and renew materials.

Policy for Overdue Materials/Fines

No fines are to be assessed for overdue materials. Fines for lost materials should be determined by the school Administrators and Library Media Coordinators.

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Overdue/Checked-out Materials Notices

| Plan A: | Plan B: | Plan C: |
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| <p>School Library Media Coordinators should determine how frequently to send email notices to students in grades 3-12 or to families in grades PreK-5.</p> | <p>School Library Media Coordinators should determine how frequently to send email notices to students in grades 3-12 or to families in grades PreK-5. School Library Media Coordinators should consider timing of when students are rotating between remote instruction and in-school instruction.</p> | <p>Email notices can be sent to students in grades 3-12 and to families in grades PreK-2, no more frequently than monthly.</p> |

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Circulation Procedures

Rationale

In order to maintain safety for both students and staff, it is necessary to develop a model of service in which books can be requested and delivered to students or circulated in a mobile capacity for situations when traditional circulation in the library's physical space is not possible.

[Library Book Distribution Strategies | Plan B Transition, Virtual Academy](#)
[Library Book Collection Strategies | Plan B Transition, Virtual Academy](#)

Browsing

| Plan A: | Plan B: | Plan C: |
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| <p>It is recommended that students not browse for books on the library shelves or on carts. To facilitate browsing, School Library Media Coordinators can:</p> <ul style="list-style-type: none">❑ Create Destiny Collections to facilitate virtual browsing❑ Create virtual book talks❑ Engage in small group book talks during instruction❑ Engage in socially distanced readers advisory in which the School Library Media Coordinator show-and-tells a selection of books from which a student can choose | <p>It is recommended that students not browse for books on the library shelves or on carts. To facilitate browsing, School Library Media Coordinators can:</p> <ul style="list-style-type: none">❑ Create Destiny Collections to facilitate virtual browsing❑ Create virtual book talks❑ Engage in small group book talks during instruction❑ Engage in socially distanced readers advisory in which the School Library Media Coordinator show-and-tells a selection of books from which a student can choose | <p>Students will browse the library collection virtually. To facilitate browsing, School Library Media Coordinators can:</p> <ul style="list-style-type: none">❑ Create Destiny Collections to facilitate virtual browsing❑ Create virtual book talks❑ Engage in group book talks during synchronous classroom instruction times (i.e. Google Meet) |

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| <ul style="list-style-type: none"> <input type="checkbox"/> Use book displays to allow students to browse using "eyes only". | <ul style="list-style-type: none"> <input type="checkbox"/> Use book displays to allow students to browse using "eyes only". | |
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Check-out Procedures

| Plan A: | Plan B: | Plan C: |
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| <p>It is recommended that School Library Media Coordinators operate mobile library services to facilitate the check-out of materials.</p> <p>Suggestions Follow:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students (or families, for students grades PreK-2) will be able to request books when logged into their Destiny account. <input type="checkbox"/> The School Library Media Coordinator will run a report of Ready Holds. <input type="checkbox"/> The School Library Media Coordinator (or designated adult) will pull the Ready Holds, check them out to the student, and deliver them to the student's homeroom. <input type="checkbox"/> The School Library Media Coordinator (or designated adult) will deliver the bags of checked-out books to | <p>It is recommended that School Library Media Coordinators operate mobile library services to facilitate the check-out of materials.</p> <p>Suggestions Follow:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students (or families, for students grades PreK-2) will be able to request books when logged into their Destiny account. <input type="checkbox"/> The School Library Media Coordinator will run a report of Ready Holds. <input type="checkbox"/> The School Library Media Coordinator (or designated adult) will pull the Ready Holds, check them out to the student, and deliver them to the student's homeroom. <input type="checkbox"/> The School Library Media Coordinator (or designated adult) will deliver the bags of checked-out books to | <p>If buildings are open for staff, School Library Media Coordinators may operate mobile library services to facilitate the check-out of materials.</p> <p>Suggestions Follow:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students (or families, for students grades PreK-2) will be able to request books when logged into their Destiny account. <input type="checkbox"/> The School Library Media Coordinator will run a report of Ready Holds. <input type="checkbox"/> The School Library Media Coordinator (or designated adult) will pull the Ready Holds, check them out to the student, and deliver them to the student's homeroom teacher. <input type="checkbox"/> If buildings are open for staff, schools may develop procedures for |

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| <p>classrooms to be distributed to students.</p> <p>As much as possible, School Library Media Coordinators are encouraged to explore mobile library service options such as:</p> <ul style="list-style-type: none"> ❑ Setting up books on a cart with a laptop and scanner to facilitate check-out in classrooms, hallways, outside, etc. if this can be done while maintaining social distance and having students browse without touching. ❑ Creating pre-selected book packs for students to check out in order to limit browsing time (e.g. a bag of books for kids who like basketball or a bag of books recommended for kids who liked The Hate U Give, etc.). ❑ Using forms, menus, and other techniques to gather student interest data to guide personalized selection services. <p>If students are able to check-out books in the library's physical space, the library must:</p> <ul style="list-style-type: none"> ❑ Have markings on the floor to show where | <p>classrooms to be distributed to students.</p> <ul style="list-style-type: none"> ❑ Schools should develop procedures for allowing books to be picked up curbside if students are engaged in remote instruction and wish to pick up materials before the student is scheduled to return to school. <ul style="list-style-type: none"> ❑ Schools should consider possibilities for home delivery of requested materials for families who cannot pick up materials at the school. <p>As possible, School Library Media Coordinators are encouraged to explore mobile library service options such as:</p> <ul style="list-style-type: none"> ❑ Setting up books on a cart with a laptop and scanner to facilitate check-out in classrooms, hallways, outside, etc. if this can be done while maintaining social distance and having students browse without touching. ❑ Creating pre-selected book packs for students to check out in order to limit browsing time (e.g. a | <p>allowing books to be picked up curbside for students who are engaged in remote instruction.</p> <ul style="list-style-type: none"> ❑ Schools should consider possibilities for home delivery of requested materials for families who cannot pick up materials at the school. |
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| <p>students should wait in line to remain 6 ft. apart.</p> <ul style="list-style-type: none"> ❑ NOT use self check-out. The School Library Media Coordinator or designated adult (assistant, instructional assistant, trained parent volunteer) should check out books to students using social distancing procedures: <ul style="list-style-type: none"> ❑ The School Media Coordinator steps back to maintain 6ft of distance while the student places books on the circ desk. ❑ The student steps back, and then the School Library Media Coordinator steps forward to check out the materials and place them back on the circ desk. ❑ The School Media Coordinator steps back, and then the student steps forward to take their materials. ❑ Both the School Media Coordinator and the student sanitize their hands after the transaction. | <p>bag of books for kids who like basketball or a bag of books recommended for kids who liked The Hate U Give, etc.).</p> <ul style="list-style-type: none"> ❑ Using forms, menus, and other techniques to gather student interest data to guide personalized selection services. | |
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Check-in Procedures

| Plan A: | Plan B: | Plan C: |
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| <p>If schools permit students to move throughout the building, the library may facilitate touch-free self check-in.</p> <ul style="list-style-type: none">❑ The library must have markings on the floor to show where students should wait in line to remain 6 ft. apart.❑ The keyboard should be made inaccessible at the self check-in station.❑ Students can place checked in materials in the book drop or other collection bin.❑ The School Library Media Coordinator or designated adult should collect books returned in these receptacles to be quarantined for 3 days in the library media center. This <i>cannot</i> be done by student assistants.❑ Quarantined books should be placed on carts, clearly labeled with the date, and located in a | <p>In addition to using the book-return located in the media center, schools may consider placing book return receptacles in classrooms to allow students to easily return books. These bins, boxes, etc. must be in a location where the teacher maintains supervision and limits access to returns only.</p> <ul style="list-style-type: none">❑ The School Library Media Coordinator or designated adult should collect books returned in these receptacles to be quarantined for 3 days in the library media center. This <i>cannot</i> be done by student assistants.❑ Quarantined books should be placed on carts, clearly labeled with the date, and located in a low-traffic area like the media center office or AV storage room. | <p>If buildings are open for staff, schools may develop a plan for students to return books via curbside drop-off.</p> <ul style="list-style-type: none">❑ Returned books should be quarantined for 3 days in the library media center.❑ Quarantined books should be placed on carts, clearly labeled with the date, and located in a low-traffic area like the media center office or AV storage room. |

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| <p>low-traffic area like the media center office or AV storage room.</p> <p>Schools may consider placing book return receptacles in classrooms to allow students to easily return books. These bins, boxes, etc. must be in a location where the teacher maintains supervision and limits access to returns only.</p> <ul style="list-style-type: none">❑ The School Library Media Coordinator or designated adult should collect books returned in these receptacles to be quarantined in the media center. This <i>cannot</i> be done by student assistants. | | |
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Instruction

| Plan A: | Plan B: | Plan C: |
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| <p>School Library Media Coordinators should follow these guidelines, as well as additional guidelines provided for classroom teachers, whether instruction occurs in the classrooms or in the library media center:</p> <ul style="list-style-type: none"> ❑ Students must be seated to maintain social distancing (i.e.: 1 student per table; younger students should not gather on a shared carpet). ❑ Students must use the device assigned to them in the classroom. The School Library Media Coordinator should not hand out devices from a cart that are then collected and shared with other students. ❑ School Library Media Coordinators should utilize digital tools to facilitate student collaboration while maintaining social distance. | <p>School Library Media Coordinators should follow these guidelines, as well as additional guidelines provided for classroom teachers, whether instruction occurs in the classrooms or in the library media center:</p> <ul style="list-style-type: none"> ❑ Students must be seated to maintain social distancing (i.e.: 1 student per table; younger students should not gather on a shared carpet). ❑ Students must use the device assigned to them in the classroom. The School Library Media Coordinator should not hand out devices from a cart that are then collected and shared with other students. ❑ School Library Media Coordinators should utilize digital tools to facilitate student collaboration while maintaining social distance. | <p>All instruction will be delivered virtually.</p> |

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Instructional Priorities for School Library Media Coordinators

Rationale

All students will need to be prepared to engage in blended instruction at various points throughout the school year. The School Library Media Coordinator can help support teachers and students by providing instruction that helps prepare students to access resources and to engage virtually with their peers and teachers. Library Media Services recommends that during the first quarter of the 2020-2021 school year, School Library Media Coordinators prioritize the following skills in their instruction and co-planning with teachers:

| Skills to support blended instruction | Alignment to NC Digital Learning Standards | Alignment to AASL School Library Standards for Learners |
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| Utilize the online catalog to request books and access ebooks and other digital content | Knowledge Constructor 3a: "Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits." | Explore-Think: Learners develop and satisfy personal curiosity by: 1. Reading widely and deeply in multiple formats and writing and creating for a variety of purposes. 2. Reflecting and questioning assumptions and possible misconceptions. 3. Engaging in inquiry-based processes for personal growth. |
| Utilize curated digital resources, such as NCWiseOwl, to locate information | Knowledge Constructor 3a: "Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits." | Explore-Think: Learners develop and satisfy personal curiosity by: 1. Reading widely and deeply in multiple formats and writing and creating for a variety of purposes. 2. Reflecting and questioning assumptions and possible misconceptions. 3. Engaging in inquiry-based processes for personal growth. |

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| <p>Utilize accessibility features available in digital content (read aloud, highlighting, translations, etc.)</p> | <p>Empowered Learner 1b: "Students build networks and customize their learning environments in ways that support the learning process."</p> | <p>Engage-Grow: Learners develop through experience and reflection by: 1. Iteratively responding to challenges. 2. Recognizing capabilities and skills that can be developed, improved, and expanded.</p> |
| <p>Access and navigate the library website and/or course (e.g. Google Classroom, Canvas)</p> | <p>Empowered Learner 1d: "Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies."</p> | |
| <p>Use digital tools to:</p> <ul style="list-style-type: none"> ● Demonstrate learning; ● Collaborate with peers; ● Respond to and act upon feedback from peers and teachers. | <p>Empowered Learner 1c: "Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways."</p> <p>Global Collaborator 7c: "Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal."</p> | <p>Inquire-Share Learners adapt, communicate, and exchange learning products with others in a cycle that includes:</p> <ol style="list-style-type: none"> 1. Interacting with content presented by others. 2. Providing constructive feedback. 3. Acting on feedback to improve. 4. Sharing products with an authentic audience. |
| <p>Engage positively, safely, and effectively with peers and teachers in digital learning environments, including in courses (e.g. Google Classroom, Canvas) and virtual meetings (i.e. Google Meet)</p> | <p>Digital Citizen 2b: "Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices."</p> | <p>Collaborate-Grow: Learners actively participate with others in learning situations by:</p> <ol style="list-style-type: none"> 1. Actively contributing to group discussions. 2. Recognizing learning as a social responsibility. |

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Scheduling Considerations

School Library Media Coordinators should have as flexible a schedule as possible to allow for the following support to take place at the point of need:

- Co-planning with teachers and PLCs to support blended instruction;
- Co-teaching to integrate skills from NC Digital Learning Standards that will support students with blended instruction;
- Supporting students engaged in remote instruction as part of Plan B, Plan C, and the Virtual Academy;
- Curating digital and physical resources for students, teachers, and families;
- Co-planning with Digital Learning Coordinators to design and deliver professional learning for teachers;
- Managing the return, request, check-out, and distribution of library materials in various manners that best meet the needs of students and families.