

A Report on Rhode Island School Libraries

Prepared by the School Libraries Sub-Committee of
The Library Board of Rhode Island

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Introduction	1
Survey.....	1
Successful School Library Media Programs.....	2
Best Practices	2
Summary of Findings.....	2
Recommendations	3
Committee Members.....	4
Meetings of the Committee.....	4
The State of Rhode Island’s School Libraries	5
Research Findings, Survey Results, and Recommended Action Steps.....	10
Best Practices: RI School Library Media Specialists Lead Learning.....	12
Appendix I: RI School Library Survey 2019 (blank copy).....	13
Appendix II: Library Board of Rhode Island.....	18

Introduction

School libraries are a key element in a child's education, ensuring that students have access to current and accurate information resources and to professional librarians who educate students on how to find, use and navigate those resources and information tools. The Library Board of Rhode Island (LBRI)¹ formed an ad hoc committee to study the current state of school libraries in Rhode Island elementary and secondary schools at its December 2018 meeting and charged the committee to:

- Review the current status of school libraries, including library facilities, library staffing, and librarians' duties in Rhode Island's K-12 institutions;
- Identify challenges to the inclusion of successful school library media programs in Rhode Island schools; and
- Make recommendations in a written report to the Library Board of Rhode Island for actions that would strengthen school library media programs in Rhode Island schools.

The LBRI School Libraries Committee was comprised of 14 members representing a range of organizations and communities that have a stake in school libraries, including school, public and academic libraries, the University of Rhode Island Graduate School of Library and Information Studies, public schools, and the public. The Office of Library and Information Services (OLIS) provided staff and services for the committee. The committee met 8 times between February and June of 2019, presenting its findings to the LBRI at the June 17, 2019 meeting; the committee met one more time in August 2019 to discuss and incorporate changes recommended by the LBRI, which approved the report at its September 16, 2019 meeting. The committee focused its work on three areas, with subcommittees formed to address each topic: 1) the current state of school library staffing, access, resources and services (school library survey); 2) research-based evidence on the impact of school libraries on student learning; and 3) examples of best practices of school librarians.

Survey

A 33 question survey was developed to collect data on school library staffing, access, resources and services. The survey was based on existing surveys of school libraries from the Colorado State Library, the State Library of Pennsylvania, and the School Librarians of Rhode Island (SLRI), and modified for the needs of this project. The survey was distributed to school librarians via the SLRI, RI Library Association, and RILINK (school library consortium) listservs and through the OLIS website; it was also posted on the RI school superintendents listserv for distribution to appropriate individuals, which was of critical importance in schools without a school librarian. Committee members identified non-respondent schools and sent follow up emails to individual school librarians.

The survey produced 197 responses, which was a response rate of 71% of all public schools in the state as identified through the RI Department of Education website. The findings in this report are based on the responses in the survey except for the staffing of school libraries and the number of library programs. That data was researched and calculated based on the total number of all public elementary, middle, and high schools in the state.

Key findings of the survey are included in The State of Rhode Island's School Libraries starting on page 5. The blank survey is included in Appendix I.

¹ Membership of the Library Board of Rhode Island is listed in Appendix II.

Successful School Library Media Programs

[Decades of research](#) on the correlation between student academic achievement and schools with certified school librarians and strong school library programs was reviewed. Numerous studies have identified that students who have access to a high quality school library program have higher achievements on standardized reading tests and students who are minorities or are economically disadvantaged benefit even more than the general student population. Additionally, employers rate information literacy skills such as critical thinking, collaboration, and innovation as the most important indicator of job readiness. These skills are taught daily by Rhode Island's school librarians.

The findings from the school libraries survey were compared to the findings of this body of research. Research Findings, Survey Results, and Recommended Action Steps (page 10) outlines recommendations for action steps based on this analysis. Key studies used to formulate these recommendations are listed at the end of the section

Best Practices

The [Future Ready School Libraries Framework](#) outlines eight principles for school librarians to support student centered learning. The framework is an expansion of the [Future Ready Schools](#) project developed by the Alliance for Excellent Education whose goal is to maximize digital learning opportunities and help districts make changes to better prepare students for success in college, career and citizenship. The project identifies the instructional leadership of librarians as a critical element in developing future ready schools. Rhode Island is a partner state in the Future Ready Schools initiative and hosted the New England Future Ready Summit in April 2015.

Best Practices: RI School Library Media Specialists Lead Learning (page 12) uses the Future Ready School Libraries Framework to define best practices, and highlights examples of best practices in action at school libraries across the state.

Summary of Findings

While 90% of school libraries in Rhode Island are staffed by a librarian certified by the RI Department of Education, multiple responsibilities result in a diminished impact. In addition to curating and managing a collection that aligns with the school's curricula and strategic plan, overseeing library technology, developing resource guides, and teaching library classes, librarians must also cover lunch, recess, dismissal, bus duty and more, as well as serving as substitutes for teachers who are absent. One librarian noted that she covered classes for other teachers 72 times in the past year, though when she is out, there is no sub for the library. In all these instances, the library was closed to students. On average, 39% of school libraries are closed at some point during the school day due to additional assigned duties for the librarian or because the library was being used for testing, events, or meetings. With so many assignments competing for the librarian's attention and space, it is not surprising that 78% of survey respondents indicated that they do not have time allotted in their schedule to collaborate with teachers on student-focused instructional units.

In most schools, a single librarian serves the entire school population, ranging from elementary schools with a few hundred students to high schools with well over 1,000 students. One librarian noted that in her school of over 1,500 students and 150 teachers, there were previously two librarians and a full-time clerk, but now she is the solo librarian; as such, she finds it impossible to meet the needs of so many students and faculty. In a number of districts, especially at the elementary school level, a librarian covers two or more schools, and in one district, one school has three different librarians covering the library, each there for only one day a week. Statewide, 39% of schools share their school librarian with another school.

School libraries across the state struggle with collections that include outdated materials: the average age of print books in school libraries ranges from 16.5 years for fiction and 20.3 years for non-fiction. Several librarians noted they have no budget for books, and one indicated that she collects box tops to purchase books. Libraries that belong to the OLIS Library of Rhode Island network, which facilitates interlibrary loan between libraries, may borrow books from other public, academic, or school libraries; over 10,000 books were delivered to school libraries in 2018 to supplement school library collections. However, not all school libraries belong to the network, and 53% receive delivery only 3 days a week, or less. Librarians must also coordinate the loans of these materials for students or faculty members through the OLIS delivery system, and return them to the lending library in a timely manner.

School librarians across Rhode Island teach information literacy skills to students at the elementary, middle and high school level. In library classes, librarians teach how to apply critical thinking skills (62%), how to evaluate the credibility of information sources (40%), how to create bibliographies (28%), and how to participate in their own inquiry-based learning (49%). School librarians help prepare students for college or career by teaching research skills and introducing them to high quality resources such as the databases available on AskRI; in 2018, students conducted nearly a million searches from school computers in the two leading AskRI databases, EBSCO and World Book. Finally, librarians teach students how to be good digital citizens who are equipped to navigate the torrent of information they are confronted with daily (28%).

In free text comments, respondents provided insight into the struggles and triumphs of the school librarian. Many librarians noted inadequate budgets and so many demands on their time that they are unable to effectively manage the collection, create information resources or collaborate with teachers. At the same time, librarians also spoke passionately about their work, with one noting, "I feel extremely fortunate to do work that is fulfilling, exciting and leaves an impact on students and staff . . . I hope each [school library media specialist] realizes the influence they have on instruction each day."

Recommendations

Survey results and research indicate that increased support for school libraries will benefit all Rhode Island students, help improve reading skills and standardized test scores, and better prepare students for college and career by providing them with information and digital skills. The School Libraries Committee recommends the following:

1. That the RI Board of Education adopts the current American Association of School Librarians' National School Library Standards and that the RI Department of Education (RIDE) promotes those standards through the Instruction and Assessment section of the RIDE website to ensure that all students have access to curriculum aligned with standards
2. That RI school librarians use current American Association of School Librarians National School Library Standards to develop library curricula and to teach students information and digital skills that will better prepare them for success in college, career, and citizenship.
3. That the RIDE ensures high quality library media programs are staffed by school library media specialists who meet the requirements of RIDE's All Grades Library Media Teacher Certificate throughout RI.
4. That the RIDE ensures that school districts across the state provide students with access to library facilities in every school that are funded to ensure all students have access to current reading material, current technology, and information resources developed and curated by certified library media teachers in collaboration with school faculty.

Committee Members

School Libraries

- Heidi Blais (LBRI), School Libraries Committee Chair, Cranston High School East
- Deanna Brooks, George J. Peters/Daniel D. Waterman Schools (Cranston)
- Lisa Girard (School Librarians of RI), Gallagher Middle School (Smithfield)
- Esther Wolk, Hopkins Hill/Tiogogue Schools (Coventry)

Academic Libraries / URI Graduate School of Library & Information Studies

- Maura Keating, Bryant University, RI Library Association Information Literacy Roundtable
- Mary Moen, URI Graduate School of Library & Information Studies

Public Libraries

- Aaron Coutu (LBRI), Cumberland Public Library
- Leslie Page (LBRI), Woonsocket Harris Public Library

Community / Education

- Marcus Mitchell (LBRI, General Library User), Providence
- Robert Sloan (LBRI, Trustee), East Greenwich Free Library
- Judith Paolucci, Superintendent, Smithfield School Department
- Melody Drnach (LBRI Chair, General Library User) Jamestown

Office of Library & Information Services Staff to the Committee

- Karen Mellor, Chief of Library Services
- Kelly Metzger, State Data Coordinator

Meetings of the Committee

- February 6, 2019
- February 27, 2019
- March 27, 2019
- April 9, 2019
- April 29, 2019
- May 13, 2019
- June 3, 2019
- June 11, 2019
- August 14, 2019

THE STATE OF RHODE ISLAND'S



SCHOOL LIBRARIES

School libraries are a key element in a child's education, ensuring that students have access to current and accurate information resources and to librarians who educate students on how to find, use, and navigate those resources and information tools. In 2019, the Library Board of Rhode Island (LBRI) formed an ad hoc committee to study the status of school libraries in Rhode Island elementary and secondary schools, identify the challenge to the inclusion of successful school library media programs, and make recommendations for actions that would strengthen school library media programs in the state.

The following statistics have been compiled from a statewide survey of school library programs in Rhode Island, conducted by the Office of Library & Information Services (OLIS). The survey received 197 responses between May 1 and May 22, 2019. Other data included were retrieved from the RI Department of Education's eCert Portal and OLIS' AskRI Statistics webpage.

BUT THAT STATISTIC DOES NOT TELL THE WHOLE TRUTH

90%
OF LIBRARIES

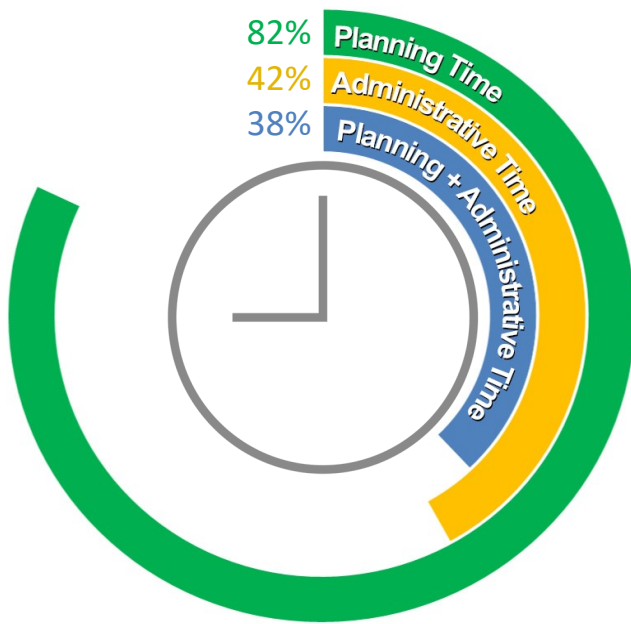
are staffed by a certified librarian

...
59%

of elementary school libraries are only open part-time

...
39%

of schools share their school librarian with another school



School librarians have many roles, including: Leader, Instructional Partner, Information Specialist, Teacher, and Program Administrator. Like other teachers, most receive contractual planning time. **82% of librarians** reported that they were given scheduled planning time for creating lessons, grading student work, and collaborating with other teachers. Only **42% of librarians** reported that they are given time for administrative work, including circulating and repairing library materials, selecting new materials and adding them to the library catalog, and ensuring that the library program is aligned with the school's goals, strategic plan and curricula. Many librarians work in more than one school and need time for Program Administration in each library.

78%

do not have time allotted in their schedule for professional library staff to collaborate with classroom teachers on student-focused instructional units

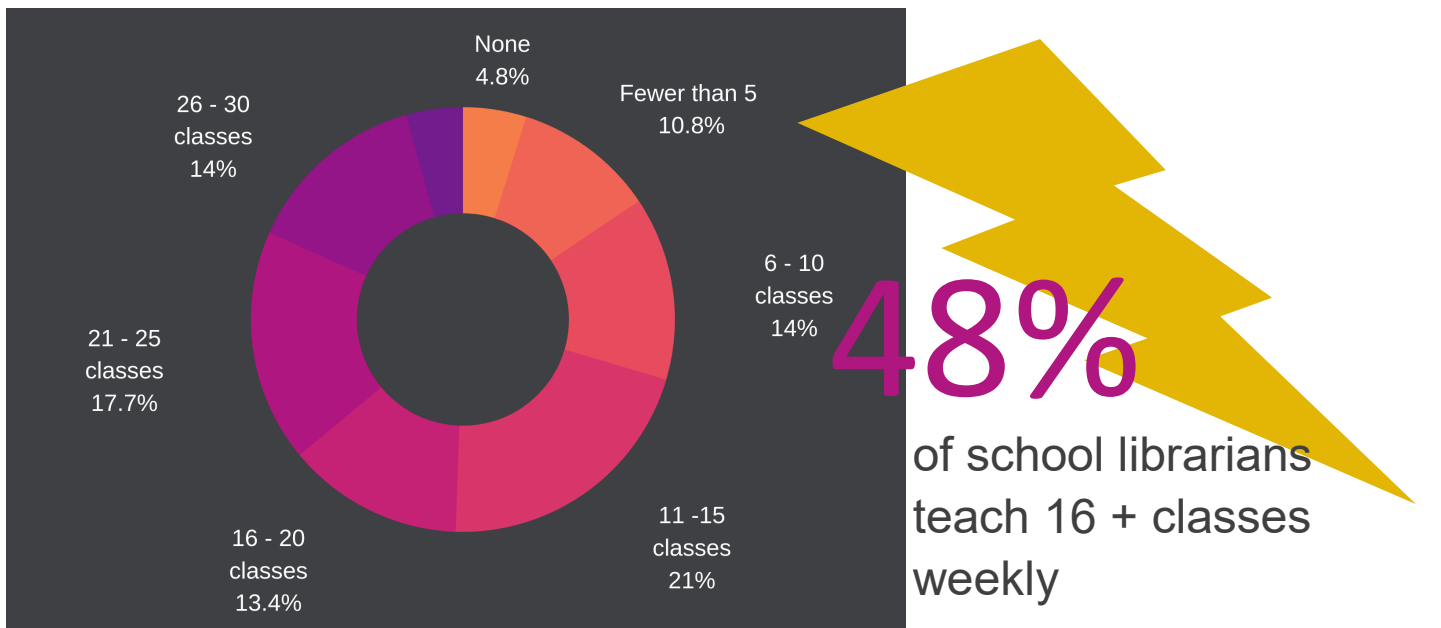
2 - 4 periods per week (9.6%)

More than 4 periods per week (6.7%)

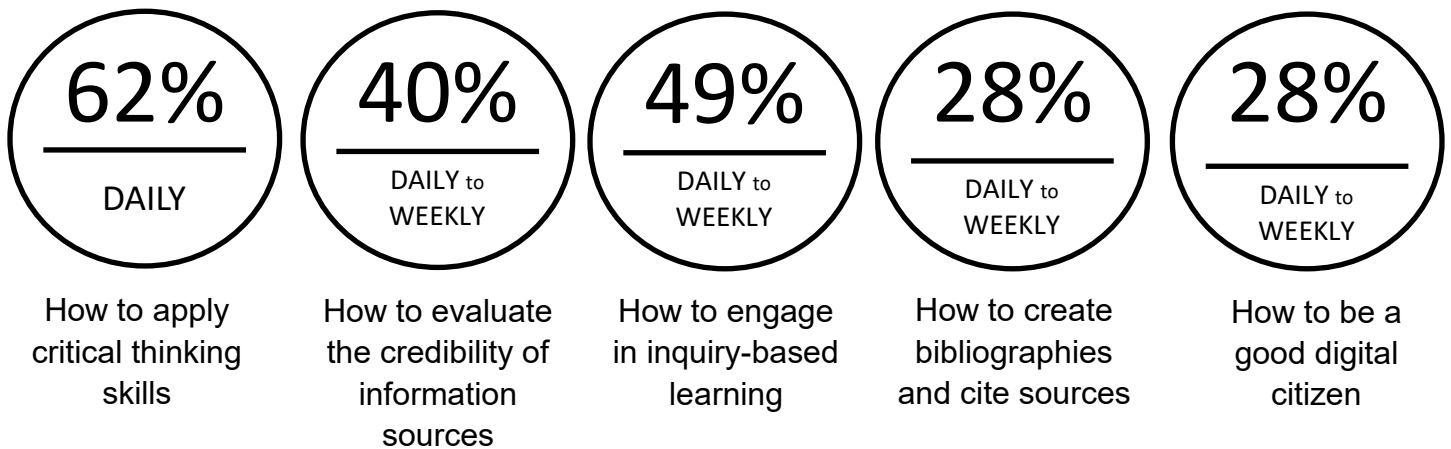
Less than 1 period per week (2.8%)

Ad Hoc Basis Only (46.1%)

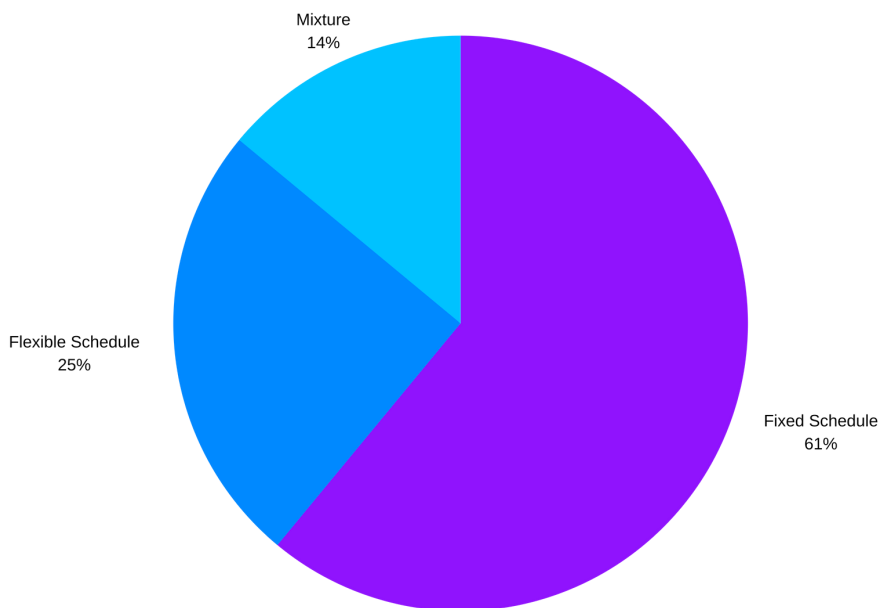
No Planning Time (34.8%)



WHAT DO SCHOOL LIBRARIANS TEACH?



WHEN DO SCHOOL LIBRARIANS TEACH?



School libraries have either fixed or flexible schedules. In a fixed schedule, classes come to the library once a week for a set amount of time, while their classroom teachers have planning time. In a flexible schedule, classes come to the library as needed and classroom teachers typically collaborate with the librarian on the lessons. Most elementary schools have fixed library schedules and most secondary schools have flexible schedules. Although the American Association of School Librarians adopted a position paper supporting flexible schedules in 2011, **only 25% of RI schools report a flexible schedule.**

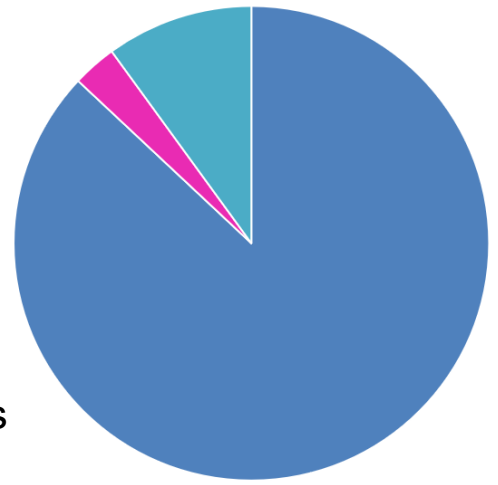
48%

of librarians support and promote reading daily.



97%

of school libraries have automated catalogs



10% of those are only accessible inside the school building
3% are not automated



SCHOOL LIBRARY COLLECTIONS ARE AGING

20.3

Average age of print non-fiction books

16.5

Average age of print fiction books

Interlibrary Loan

Students borrowed over 10,000 books via their school libraries from other school, public, and academic libraries:

interlibrary delivery provided by the Office of Library & Information services helps supplement collections at their libraries. 53% of schools receive delivery 3 times or less each week, and librarians must facilitate the process.



STUDENTS SEARCH ONLINE ASKRI DATABASES AT SCHOOL

784,474

Searches in EBSCO resulted in

231,823

articles downloaded.

School librarians teach students about these high quality library resources and how to use them.



World Book searches:

198,632

RHODE ISLAND SCHOOL LIBRARIANS SAY . . .

I absolutely love my job. I feel extremely fortunate to do work that is fulfilling, exciting and leaves an impact on students and staff.

My school has 1500+ students, 150+ teachers and just one librarian. There used to be two full-time librarians and a clerk, but the second librarian and the clerk were cut years ago. Between the number of classes and individual students/teachers who use the library, I can't keep up.

My library has been closed 72 periods this year due to me having to cover lunch duty and classrooms when no sub was available. Also, when I am absent, the district does not provide a sub for me and the library is closed.

I have not received any money in more than 10 years for new library books. I collect BoxTops and that is the only way I can get new books.

I hope each SLMS realizes the influence they have on instruction each day.

Research Findings, Survey Results, and Recommended Action Steps

Research findings	State of RI School Libraries 2019	Recommendations
Students in elementary schools with strong school library programs staffed by certified school librarians have higher achievement scores on standardized reading tests. ¹	39% of elementary schools in RI either do not have a school library program or are not staffed by a full-time certified school librarian. In 2018, only 40% of RI third graders scored proficient on the recent RICAS reading test.	Support Governor Raimondo's RI Reads goal for 75% of third graders scoring proficient in reading by 2025. Staff all elementary schools with full-time certified school librarians to provide students with equitable access to books and develop reading skills for academic success and personal enjoyment.
More than 80% of middle schoolers cannot tell the difference between sponsored content and a real news article, a critical information literacy skill. ²	9 middle schools in RI (17.6%) either do not have a library program or are not staffed by a certified school librarian.	Guarantee all middle schools have library programs staffed by full time certified school librarians to ensure students have opportunities to develop the ability to evaluate information.
Employers rate information literacy skills as most important for job readiness - critical thinking, collaboration, and innovation. ³	22% of high school librarians work with students on critical thinking information literacy skills daily. 78% of high school librarians work on these skills at least monthly.	Adopt the American Association of School Librarians National Standards for Learners ⁴ (Bill filed 6/13/19 to amend General Law 9 16-60-4 sec 9v ⁵). Support full time certified high school librarians with adequate support staff to ensure high school librarians in all RI high schools will be able to work with students daily on critical thinking skills.
Students who are black, Hispanic, have disabilities or are economically disadvantaged benefited proportionally more in schools who had a full-time certified librarian than students in general. ⁶	21% of the elementary schools in the urban ring school districts (Providence, Pawtucket, Central Falls and Woonsocket,) either do not have a full-time certified school librarian or are serviced by teachers certified in another content area.	Give every student their right to equitable access to learning opportunities and resources by staffing all school libraries in urban ring districts with school librarians who earned their degree through a school library media program accredited by the American Library Association (Bill filed 6/13/19 to amend General Law 16-60-4, Sec 9v).
Decades of research has shown clear evidence that school library programs staffed by a qualified school librarian have a positive impact on student achievement on standardized tests even when accounting for other variables. ⁷	14 schools in RI* either do not have a school library facility or they have a facility but no library services are provided.	Provide all students with the support to achieve academically through universal access to library programs and library facilities with high quality collections of current reading materials, online resources, information technology, and instruction on the discovery and use of information (Current BEP section G-13-1.3.11 ⁸).

References

- ¹ Lance, K.C. and Hofschire, L. (2012). Change in school library staffing linked to change in CSAP reading performance, 2005 - 2011. Denver, CO: Colorado State Library, Library Research Service.
- Todd, R. and Heinstrom, J. (2006). Report of phase two of Delaware school library survey: "Student learning through Delaware School Libraries." Piscataway, NJ; Rutgers University, Center for International Scholarship in School Libraries.
- ² Donald, B. (Nov 22, 2016). Stanford researchers find students have trouble judging the credibility of information online. Stanford Graduate School of Education. Retrieved from <https://ed.stanford.edu/news/stanford-researchers-find-students-have-trouble-judging-credibility-information-online>
- ³ Raish, V. and Rimlaud, E. (2016). Employer perceptions of critical information literacy skills and digital badges. *College and Research Libraries*, 77(1), 87-113. Retrieved from <https://crl.acrl.org/index.php/crl/article/view/16492/17938>
- ⁴ National school library standards for learners, school librarians, and school libraries. (2018). American Association of School Librarians, Chicago:IL.
- ⁵ *School libraries work!: A compendium of research supporting the effectiveness of school libraries.* (2016). Scholastic. Retrieved from https://www.researchgate.net/publication/301765871_School_Libraries_Work_2016_A_Compendium_of_Research_on_the_Effectiveness_of_School_Libraries
- ⁶ Lance, K.C. and Schwarz, B. (2012). How Pennsylvania school libraries pay off: Investments in student achievement and academic standards. RSL Research Group. Retrieved from <https://files.eric.ed.gov/fulltext/ED543418.pdf>
- ⁷ State of Rhode Island General Assembly, An Act Relating to Education -- Board of Regents for Elementary and Secondary Education, introduced June 13, 2019. <http://webserver.rilin.state.ri.us/BillText/BillText19/SenateText19/S0978.pdf>
- ⁸ Rhode Island Department of Education, Basic Education Program <http://www.ride.ri.gov/LinkClick.aspx?fileticket=w99Gleacy0c%3d&portalid=0>

*Schools without a library facility or program include 10 elementary schools and 4 middle schools. The schools are located in Central Falls, Cumberland, Johnston, North Providence, Pawtucket, Providence, and Woonsocket. This list does not include schools whose library programs lack a professional librarian (an individual that holds a masters degree in library science from a program accredited by the American Library Association).

Supporting Documents

- American Association of School Librarians. (2016). Definition of an effective school library program. Position statement. Retrieved from http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslissues/positionstatements/AASL_Position%20Statement_Effective_SLP_2016-06-25.pdf
- American Association of School Librarians. (2016). Preparation of school librarians. Position statement. Retrieved from http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslissues/positionstatements/AASL_Position%20Statement_Preparation%20of%20School%20Librarians_2016-06-25.pdf
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- Future Ready Librarians Framework. (2018). Alliance for Excellent Education. Retrieved from https://futureready.org/wp-content/uploads/2017/01/Library_flyer_download.pdf
- Future Ready Librarians. (n.d.). Alliance for Excellent Education,. Retrieved from <https://futureready.org/archived-pages/future-ready-librarians-2/>

Best Practices: RI School Library Media Specialists Lead Learning

School librarians lead, teach and support their school's and/or district's goals through their professional practice, programs and spaces. Future Ready Schools (FRS) seeks to maximize digital learning opportunities, and school librarians are well positioned to be leaders in the digital transformation of learning. The FRS framework has been adapted as best practices, with examples from RI school libraries. (<https://futureready.org/program-overview/librarians/>)

<p>Designs Collaborative Spaces</p> <p><i>Use of Space and Time</i></p>	<p>Builds Instructional Partnerships</p> <p><i>Curriculum, Instruction, and Assessment</i></p>	<p>Empowers Students as Creators</p> <p><i>Curriculum, Instruction and Assessment</i></p>	<p>Curates Digital Resources and Tools</p> <p><i>Curriculum, Instruction and Assessment</i></p>	<p>Facilitates Professional Learning</p> <p><i>Personalized Professional Learning</i></p>
<p>“The library is the heart and learning hub of the school. It is used daily for collaborative teaching, research assignments, literature appreciation, and reader’s advisory.” - Stephanie Mills, Park View Middle school, Cranston</p>	<p>“I work with teachers on research projects, and collaborate on citation and instruction. I hosted a lunch for our student teachers to highlight the benefits of collaborations with librarians.” - Victoria Blaser, Tiverton High School</p>	<p>“I use many Google education tools along with online presentation tools to offer students multiple options to access & create material and present new learning.” - Cynthia Alexandre, Goff Middle School, Pawtucket</p>	<p>“I have created webpages of online resources for my students. Each of these webpages is tailored to specific curricular topics and class assignments.” - Camille Nixon, Tolman High School, Pawtucket</p>	<p>“I lead G-Suite trainings for teachers to support Google education apps. I created a hyperlinked Google slide deck so teachers could review and dig deeper into Google apps.” - Tasha White, D’Abate & Fortes Elem Schools, Providence</p>
<p>Ensures Equitable Access</p> <p><i>Technology and Infrastructure</i></p>	<p>Invests Strategically in Digital Resources</p> <p><i>Budget and Resources</i></p>	<p>Cultivates Community Partnerships</p> <p><i>Community Partnerships</i></p>	<p>Advocates for Student Privacy</p> <p><i>Data and Privacy</i></p>	<p>Leads Beyond the Library</p> <p><i>Collaborative Leadership</i></p>
<p>“We have students who have no access to digital technologies and reading materials in their homes. The school library gives all students the opportunity to learn to use information and technology in a responsible manner.” - Jennifer Simoneau, Ponagansett Middle School</p>	<p>“Several times each week, I instruct classes in locating high-quality, trustworthy information in the library’s subscription databases. These carefully selected resources are invaluable in supporting the curriculum.” - Heidi Blais, Cranston High School East</p>	<p>“I worked collaboratively to write a NEA grant. We partnered with the public library and local veterans groups on learning experiences surrounding the book, <i>The Things They Carried</i>, along with a visit by author Tim O’Brien.” - Terri Spisso, Ponagansett High School</p>	<p>“I teach digital citizenship lessons using resources from Common Sense Media with my grade 4 and 5 students. They love discussing these topics because of the relevance to their lives. I have also built critical thinking into the curriculum.” - Melanie Roy, Hampden Meadows Elem, Barrington</p>	<p>“I have created a K-12 research curriculum, which has been accepted by the assistant superintendent. I have been asked to build a research toolkit for teachers to use district wide with their classes for research projects.” - Marianne Miranda, Westerly High School</p>

Appendix I

RI School Library Survey 2019

The Library Board of Rhode Island (LBRI) has formed an ad hoc committee to study the current state of school libraries in Rhode Island elementary and secondary schools, identify the challenges to the inclusion of successful school library media programs, and make recommendations for actions that would strengthen school library media programs in our schools.

Please help us learn about the state of school libraries in Rhode Island by taking a few minutes to complete this survey. Your response will be used to strengthen and advocate for school libraries throughout Rhode Island. Responses will not be shared in any way that links them to a specific school or school district.

Please complete one survey for each school you serve.

Before beginning this survey, it will be helpful to gather the following information:

- Number of print books in the library

Follett Destiny Users: Go to Reports >> Library Reports >> Collection Statistics - Summary

- Average age of print fiction books

Follett Destiny Users: Go to Reports >> Library Reports >> Collection Statistics - Summary

- Average age of print nonfiction books

Follett Destiny Users: Go to Catalog >> From left side of screen, choose Titlewave

- Number of eBooks available

Follett Destiny Users: Go to Catalog >> Location (Your School) >> Material Type (Electronic Book) >> Click in search box & click enter

- Number of video materials (i.e. DVDs) available

Follett Destiny Users: Go to Reports >> Library Reports >> Collection Statistics - Summary

- Average age of video materials

Follett Destiny Users: Go to Reports >> Library Reports >> Collection Statistics - Summary

- Number of audio materials (i.e. audiobooks, CDs, music on CD) available

Follett Destiny Users: Go to Reports >> Library Reports >> Collection Statistics - Summary

1 Library Information

2 Library Personnel

3 Library Access

4 Library Collection

5 Library Services

Respondent Information

Name: *

First

Last

Position: *

Email: *

School Information

School District: *

School: *

Grades served in this school: *

- early education
- elementary
- middle school / junior high
- high school

How many students attend this school? Please round to the nearest 50. *

Library Information

1. Does your school have a library facility with print and other resources for students and staff to borrow and use? *

Library Personnel

4. Who staffs the library? Please check all that apply.

- MLS librarian certified by RIDE in PreK-12 Library Media
- Educator certified in another discipline (i.e., English, Reading, Elementary Education, etc.)
- Library not staffed by a certified educator

5. Other staff present in this library:

- Paid paraprofessional(s)
- Adult volunteer(s)
- None

6. Is a dedicated block of prep or planning time included during the school day?

7. Is library administrative time included during the school day?

8. Does the library staff receive days during the school year to be used for library-specific professional development?

9. How much time is allocated within the schedule for the professional library staff to collaborate with classroom teachers on student-focused instructional units?

Library Access

10. When can students access the library? Please check all that apply.

- Before school
- During scheduled library classes
- During the school day when sent by a teacher
- During recess/lunch
- Special circumstances
- After school

11. What percentage of a typical school day is the library open?

12. On average, what percentage of that time (from question 11) is the library staffed by someone certified in PreK-12 Library Media?

13. Does the district provide funding to staff the library before and/or after school?

- Yes - before school Yes - after school No

14. What type of schedule does this school library have?

15. On average, how many classes visit the library weekly?

16. Does the library close during the school day due to additional assigned duties?

Library Collection

17. Does this school have a 1:1 device program for at least one of its grades?

18. How many computers are available in the library?

19. What type of catalog does this library have?

20. What is the total annual physical circulation for this library?

21. How many print books are in this library?

22. What is the average age of print fiction books?

23. What is the average age of print nonfiction books?

24. How many current newspaper and print magazine subscriptions are available in this library?

25. How many licensed, web-based, informational databases or services paid for by the school or district - are accessible for students/faculty in this library?

26. How many eBooks are available for this library?

27. How many video materials (i.e., DVD or VHS) are available in this library?

28. What is the average age of video materials?

29. How many audio materials (i.e., audiobooks, CDs, music on tape) are available in this library?

30. Please rate your agreement with the following statements about the library's collection.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
There are sufficient materials on curriculum units to support students.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
There are sufficient printed informational/non-fiction materials on various topics to support student research.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
There are sufficient digital/online sources.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5

Library Services

31. How often does the school library staff work individually or with a class to do the following?

	Daily	Weekly	Monthly	Quarterly	Never
Apply critical thinking skills (problem solving, analysis, logic, cause/effect) when doing research.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Evaluate the credibility of information	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5

	Daily	Weekly	Monthly	Quarterly	Never
Use a variety of sources when gathering information about a topic.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Create bibliographies and cite sources.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Use technology (e.g., educational apps, blogs, video production, etc.) to organize, create, and share information.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Be a good digital citizen (make responsible and ethical decisions in online environments).	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Work collaboratively on learning activities.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Support and promote reading.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Participate in their own student-led inquiry.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Provide in-service training for teachers in the school and/or district.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5

32. Outside of the activities listed above, what other learning opportunities does the school library staff provide in your school?

33. Do you have any additional comments about school libraries?

Appendix II

The Report on Rhode Island School Libraries was prepared by the School Libraries Sub-Committee of the Library Board of Rhode Island over the course of multiple meetings. The report was presented to the Library Board of Rhode Island for discussion at its June 17, 2019 meeting and distributed electronically to members following the meeting. An updated version incorporated recommended changes by the Board and the School Libraries sub-committee and was distributed to the Board on September 11, 2019 for discussion at the September 16, 2019 meeting. The report was unanimously approved at the September 16, 2019 meeting.

Library Board of Rhode Island

- Melody Drnach, Chair, representing General Library Users
- Heidi Blais, representing Librarians from School Libraries
- John Bucci, representing Librarians from Medium or Large Public Libraries
- Aaron Coutu, representing General Library Users
- Annette Feldman, representing Librarians from Small Public Libraries
- Kenneth Findlay, representing Librarians Serving Institutionalized Persons
- Louise Herrington, representing General Library Users
- Rosita Hopper, representing Librarians from Academic Libraries
- Marcus Mitchell, representing General Library Users
- Monica Nazareth-Dzialo, representing Users of the Talking Books Library
- Doug Norris, representing Statewide Library Advocacy Group
- Leslie Page, representing the Economically Disadvantaged
- Amanda Richman, representing Corporate or Special Librarians
- Robert Sloan, Jr., representing Public Library Trustees
- Phyllis Lynch (ex officio), designee representing Elementary and Secondary
- Karen Mellor (ex officio), Office of Library & Information Services