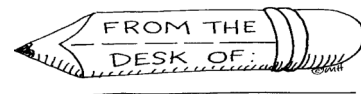




## Important Information from Cindy Keller, Department Chair



In 2007, ALA/AASL released the “Standards for the 21<sup>st</sup>-Century Learner” as the basis for curriculum development and implementation in the school library media programs. The learning standards expand the definition of information literacy, to include digital, visual, textual and technological literacies. The “Standards for the 21<sup>st</sup>-Century Learner” are based on critical thinking, creative problem-solving, communication, collaboration, and cross-cultural relationships building.

These standards and the soon to be published (mid April) – Empowering Learners: Guidelines for the School Library Media Programs, are expected to be implemented nationally over the next 3-5 years. The national guidelines with the “Standards for the 21<sup>st</sup>-Century Learner” ‘will become the bridge that will give students the skills, the knowledge to use the skills, the ability to understand their responsibilities, and an awareness of the importance of self-assessment strategies.’

“Standards for the 21st Century Learner” (pdf file) can be downloaded from the AASL web site,

<http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/learningstandards/standards.cfm>

I am sure that all of the SL&IT students will want to purchase the book, Empowering Learners: Guidelines for the School Library Media Programs, as soon as it becomes available.

Another new publication, MLA Handbook for Writers of Research Papers, 7th edition by Joseph Gibaldi will be available in April or May. Amazon is accepting pre-orders on their web site. The 10 digit ISBN number is 1603290257 and the thirteen digit ISBN number is 978-1603290258.

### SL & IT Student Hired for New Library Position!

Andrea Trusner, Building Leaders Scholarship student, will begin a LMS job in September 2009 at the Argenta-Oreana Elementary in Oreana, IL. Although she has only completed 7 credits to date, she landed a position pending completion of our program.



### SL&IT Faculty Scholarships

As a final reminder, the SL&IT faculty have raised \$15,000 to assist seven deserving students for the 2009-2010 school year. The deadline is **April 8**. For details and application see our scholarship page, at:

<http://library.mansfield.edu/scholarship.asp>

## **From the Desk of Larry Schankman**

Every semester we ask SL&IT students to complete a mid-term survey. The faculty examine this data very carefully, especially the comments, and constantly discuss ways to improve the program. Below is a summary of key indicators, on a scale of one to five (with 5 as the highest score—the gold standard):

- Course content is worth learning: 4.67
- Assignments help me to achieve course objectives: 4.5
- Courses are well organized: 4.48
- Forum discussions enhance my learning experience and mastery of content: 3.85 (ouch!)
- My instructors respond to my e-mails and assignments quickly: 4.6
- I would recommend this program to a friend: 4.75
- Overall, I'm very satisfied with the School Library Program: 4.65

These numbers are comparable to past surveys, and comments reveal that students are most satisfied with the practical approach of the program, the helpfulness and responsiveness of instructors and advisers, and the caring nature in general of faculty. On the other hand, several students voiced disappointment with the speed and constructiveness of some instructors' grades and feedback.

Responsiveness is an area that we'll definitely discuss at our next faculty meeting. However, the issue does create an interesting quandary for us, and though I'm not excusing long delays (especially since the cause is identical to the common challenge for working students), I do ask students to appreciate our dilemma. Perhaps the greatest strength of the SL&IT program is the number of instructors who are practicing school librarians. Their significant experience and leadership in the field results in fresh, relevant courses. To maintain this real world focus we recruit part-time practitioners with day jobs, not full-time college professors. In many cases, assignments take an hour or more to review and grade, so if there are over 20 students in a class you can see how difficult it is for anyone to grade quickly while holding another job. Sound familiar, eh?

Another common criticism is that instructions for assignments are not always crystal clear. Improving clarity is a perpetual challenge, especially since everyone interprets even the best directions differently. We'll continue to clarify written instructions but you can help your own cause by asking for help BEFORE assignments are due. The sooner you read instructions (i.e. not 1-2 days before the assignment is due) the sooner you can ask for guidance. Also, if you have suggestions for improving instructions or assignments please offer your advice.

Other students noted that many assignments across the program are very similar, even redundant. As a remedy, SL&IT faculty are creating a database of all class assignments (a curriculum map) to identify overlap. In some cases redundancy results from deliberate reinforcement of critical concepts or skills, and in other cases overlap is unintentional and unrecognized. This project should help to identify and eliminate undesirable redundancy.

Similarly, students often remark that information is found in too many places. That is indeed a dilemma for all web and course designers. Do we provide fewer pages overloaded with content, or more pages with fewer words and links that require more effort (i.e. clicking through menus) to find what you're looking for? There is no simple answer, but I strongly advise students to print their course syllabus or calendar for quick reference and use search tools when possible. Both the SL&IT web pages and Blackboard provide search capability.

Well, I'm out of space so we'll leave it there. Rest assured that we'll keep trying to improve courses and the program in general, so please continue to participate in surveys and focus groups (when offered).

## Nashville Playground Project By Jo Ann Bryant

Friends and Colleagues,

I'm writing to ask you all for help. It's very simple, and won't cost a thing except a daily vote on an environmental website. A grant was written to support my school, and the lead vote getter will win the funding.

### THE STORY

For those of you who haven't shared a class with me, I work in a special day program school for students with severe emotional and behavioral disorders. They are only staffed to our program after a violent or dangerous incident in a special education class within a general education setting. 98% of our students come from inner-city housing developments. 90% must also deal with learning disabilities, health impairments, and speech and language disabilities on top of the emotional disorders. We are funded by student enrollment, and as you may have guessed we typically serve between 70-100 students, leaving us strangled in debt every year.



One of the sororities at Vanderbilt University has launched an amazing community service project to benefit Murrell School and the students so near and dear to my heart. The college students came to Murrell to act as mentor/tutors. They fell in love with the children. One of them had the opportunity to accompany a class out to our playground. To say the least she was appalled. You would be too. Check out the news links on the page to see the conditions that we deal with every day. For many years my Educational Assistant or I would have to go clean and examine the playground before we could take students outside. We once even had a homeless person sleeping in one of the fixtures.

The college girls came back to Murrell two weeks later and asked if they could launch a playground refurbishment project as part of their community and environmental service plan. We of course were THRILLED! At the time it did seem like a pipe dream, and we didn't really get our hopes up. Community support for our students, labeled "troubled and troubling youth" by Nicholas Hobbs the creator of Re-Ed Principals, isn't always forthcoming. At this juncture we're simply amazed at their efforts. They've raised a TON of money, but haven't yet reached their goal. They came to school and involved every student in a brainstorming session to find exactly what the kids wanted in a playground, and plan to present them with 3 alternative plans from which they can vote for their favorites. They've even gotten city and district permission to build a new and better fence with landscaping to attempt to at least lessen the abuse of the playground after school hours. Plans for the groundbreaking include a huge benefactors celebration to include a visit from Darius Rucker (from Hootie and the Blowfish fame) and some other country music celebrities! Sometimes it really pays to live in Music City.

A playground might seem like a trivial thing, but it means a great deal to the children at Murrell. They haven't ever had the opportunity to play out in a front yard, much less on a safe playground. Safety is an overwhelming need for these kids who are often the victims of abuse, neglect, and traumatic experiences that you and I can barely imagine. Secondly these students are often in circumstances that hold them in second class citizen status. Poverty has had devastating effects on their development. Showing them that the community cares enough to provide them a first class or at least equal setting with other better financially supported schools is a step in the right direction.

## Nashville Playground Project

### WHAT YOU CAN DO TO HELP

Even if you aren't a supporter of our new President, you certainly can't disagree that America is indeed in need of change. For me that change has to be in the way we treat our most vulnerable citizens; children living in near hopeless situations. I'm asking you to help me in my own quest towards change for the kids with whom I've dedicated my professional life. PLEASE visit the website, view the news stories, and log in to the Environmental grant site once a day from March 16 – April 10<sup>th</sup> and vote for our Nashville Playground Project. If you feel it's worthy, send a request out to anyone you know who might be willing to make this small effort to see this project receive funding.

### PLEASE MARK YOUR CALENDARS

The Sororities Playground Website – News stories and video are linked from here:

<http://www.playgroundprojectnashville.org/>

The Green Works GreenHeros Website – this is where you can vote beginning March 16<sup>th</sup>. You can vote with every email address you have, and can vote each day until April 10<sup>th</sup>.

<http://www.greenworkscleaners.com/greenhero>

Fixing Broken Windows: Restoring Order and Reducing Crime in our Communities by George L. Kelling, Catherine M. Coles, with a foreword by James O. Wilson – This is the book that inspired the Sororities efforts. I haven't read it, but it's on order.

<http://search.barnesandnoble.com/Fixing-Broken-Windows/George-L-Kelling/e/9780684837383/?itm=3>

The 12 Principles of Re-Education – From the work of Nicholas Hobbs at Peabody University. – I attached the poster I use in my library. These are the underlying principles by which my school operates, and the beliefs that guide our program. To read more:

<http://re-ed.org/reprinci.htm>

and

<http://www.wrightschool.org/reed.htm>



### Freebies!!

Deb Kachel has a few textbooks bought with IMLS money that were returned by former scholarship students. She has 3 copies of *Information Power* and 2 copies of the *MLA Handbook*, 6<sup>th</sup> edition. Although these textbooks will be replaced in the Fall semester with the new editions (Be sure to read my article in this newsletter), Deb thought that some students would want these copies. If interested, please send an email to Deb Kachel at [dkachel@mansfield.edu](mailto:dkachel@mansfield.edu).

**New on the shelves of North Hall Library**  
**Fran Garrison (MU Library)**



**To Borrow These, or Any Other Materials**

- ◇ Complete the ILL request form found on the library web site.
- ◇ The first time you use the ILL form be sure to check that you are a distance ed. student, and then we will know to mail the items to you.

***The power of the media specialist to improve academic achievement and strengthen at-risk youth*** by Jami Biles Jones & Alana M. Zambone. Linworth Pub., c2008. Call No.: Z675.S3 J7274 2008

Harness the power of the library to reach students! This book is the must-have resource school library media specialists need to become an integral part of their school improvement team. Use the strategies in this guide to assist at-risk students to improve academic achievement and make adequate yearly progress (AYP). This resource focuses on the librarian's role as leader in promoting resiliency in adolescents by highlighting research on resiliency and its impact on student achievement. It includes a section on best practices that the librarian can adopt build resiliency in students.

***SSR with Intervention : a school library action research project*** by Leslie B. Preddy. Libraries Unlimited, c2007. Call No.: LB1050.55 .P74 2007

Leslie Preddy and her colleagues show how an SLMS and classroom teacher can be a winning team to solve instructional problems and raise reading scores to reach Adequate Yearly Progress (AYP). They offer a Sustained Silent Reading (SSR) with Intervention program complete with the action research, tools, and the knowledge necessary to successfully implement the program in any classroom. The book begins with a literature review on SSR then proceeds to share action research experiences and advise on how to implement the simple, yet successful, reading program. Includes illustrations, samples, forms, lists of writing and response prompts, and index.

***Your library goes virtual*** by Audrey P. Church. Linworth Pub., 2007. Call No.: Z675.S3 C53 2007

This step-by-step guide is essential for anyone exploring virtual school libraries and those who want to enhance and expand theirs. It summarizes the latest information about student and teacher use of electronic resources, addressing the concept of virtual school libraries in the context of program administration, information access & delivery, and learning & teaching. This must-have resource serves as a guide to developing virtual school libraries that become enriching and useful presences within schools and their communities.

***New on the job: a school library media specialist's guide to success*** by Ruth Toor & Hilda K. Weisburg. Chicago: American Library Association, 2007. Call No.: Z682.4.S34 T66 2007

From job search strategies and discovering your work philosophy to the nitty-gritty details of creating acceptable use policies. New school library media specialists can:

- Learn the secrets to successfully collaborate with teachers
- Navigate new roles and responsibilities with confidence
- Create dynamic interactions with students to deepen their learning experiences
- Master the art of communicating with the principal, IT experts, and vendors
- Discover field-tested guidance on daily matters like budgeting, purchasing, advocacy, or programming

Under the wise tutelage of the authors, first year school library media specialists will set the tone for a strong start in a rewarding career with this one-stop, hands-on guide.

## Scholarship Program Updates

Deb Kachel

- 12 new scholarships will be awarded June 1 for one year of study in our program for new students. This is money left over from the Building Leaders IMLS grant which will end Dec 2010 (after we apply for a 6 mos. extension). The due date is June 1 and the information can be found at <http://libweb.mansfield.edu/leaders/> or contact Deb Kachel at [dkachel@mansfield.edu](mailto:dkachel@mansfield.edu).
- In June we will find out if our new IMLS grant application with National Louis Univ (Chicago) will be accepted. We are also partners on a second grant submitted by Antioch University Seattle.
- The course for school administrators developed with IMLS funds is being renamed “Leveraging School Libraries to Improve Student Learning.” The class will be offered one final time via IMLS funds this summer. Principals from New York may be enrolled via the Twin Tiers Learning Coalition based in Corning. A class with 18 principals from Kent WA is finishing now. If any scholarship student would like to add a principal for this summer’s class, please contact Deb Kachel.
- “SL&IT Faculty Scholarships,” funded with donations from the faculty will be awarded this spring to existing SL&IT students. The due date is April 8. Chris Vaughn, MU Financial Aid Office, will be in charge of ranking the applications with a rubric designed by faculty.

## Graduating this spring??



Be sure to let Cindy Keller know if you are planning to attend Spring Commencement on Saturday, May 2, at 11:00 am. Larry Schankman and Cindy Keller like to meet with the graduates on the day of graduation. There is also a brunch that day for all graduates so you can meet with other students in the SL&IT program. The commencement ceremony is very impressive and weather permitting, it is held outside. Watch for information on the Student Daily Digest emails about the brunch, robes, etc.

*You are cordially invited  
to attend the SL&IT  
Reception at the PSLA Conference*

*Penn Stater Conference Center  
Hotel Executive Suite*

*Friday, May 1, 2009  
5:00 p.m. – 6:00 p.m.*

*NOTE: Reservations desk in main lobby will be on your right. Follow hallway to your right to the Executive Suite located on the Garden Level.*

## Helping our President Change America Veanna Baxter

*I want to preface this article with a personal experience that stirred my emotions, and, directly relates to what we librarians do and the way in which we must perform our responsibilities, day after day after day, if we are to be effective role models and efficient in our professional duties.*

During the second national press conference at which President Obama presided, one news reporter asked this question, “You outlined what Wall Street must do and explained what the government will do, but what can Main Street do to help make a difference in this critical time of economic recession? I can’t tell you President Obama’s answer because my mind immediately flies to the many times he said, during the campaign, that we need to be kind, compassionate, helpful and loving to our fellowman. We need to be honest, considerate and work together, reach across the aisle, for the betterment of America. This led me to the contents of this article and ultimately to you.

The adjectives and phrases above are characteristics of an ethical person. President Obama is talking about ethics. **To define ethics simply, without getting into a philosophical discussion, we say “ethics is the science of doing the right thing.”** We can make a difference right where we are if ethics is a vital component in our daily living. Ethics gives us the ability to make good decisions, to make the right choices. Without a solid set of core values that define our ethical selves, our ethical fitness®, we often make poor choices and act unwisely.

Most of us can distinguish between right and wrong actions, the wrong often being regulated by law. What about actions for which there is no punishment by law? The ethical person will adhere to “obedience to the un-enforceable” (Kidder 1990) and do the right thing when no one is watching because he is guided by his values.

### **Examples: Right versus wrong**

- Is it wrong to take money from your mother’s purse without her knowledge or permission?
- Is it wrong to cheat on a test if you get away with it?
- Is it wrong to plagiarize texts or thoughts of another?

Easy questions, right? Does an ethical person cheat, steal or plagiarize? No. It’s easy for us to do the right thing when the opposite action is so obviously the wrong one. Our core set of values guides us in making the right choice not to cheat, steal or plagiarize. Ethical dilemmas occur, however, when our values are in conflict. Librarians are put in situations like this every day. Look at the next set of questions?

### **Examples of Ethical Dilemmas®**

- You realize your high school friend is using harmful drugs. Do you report her, talk to her or do nothing? For your friend’s sake, it is right to discuss her problem with her or tell the school counselor, but it might also seem right for you to mind your own business and make it easier on yourself.
- A parent asks to see what his/her child is reading. As the librarian, what will you do? Your thought process goes something like this. It is right for me to show the parent what her child is reading, but it’s also right for me to protect the child’s right to privacy and freedom to read.
- It’s right for me to choose materials to support my school’s curriculum—and right to provide those materials that my conservative community prefers that I purchase.

When you have an ethical dilemma, at some point, you will have to make a decision. It is, however, very difficult to make the best choice when you know how much the choice may affect your life and the lives of those around us?

So, why write an article about ethics in the Mansfield SL&IT Program Newsletter now? We make decisions that pose changes for teachers, students, co-workers, administrators and parents. Our professional responsibility is to make the thoughtful decision that looks at all aspects of an issue before you make the choice. Who will benefit? What happens down the road, over the long term? Is this just a short-term fix? Am I just looking at how this decision will affect my job? It takes *moral* courage to make decisions about ethical dilemmas. In some cases you may be jeopardizing your job or you may lose the respect and, ultimately, the support of a parent, teacher or administrator.

The American Library Association (ALA) and the American Association of School Libraries (AASL) have given us, and those we teach, two sets of tools that help us develop our personal ethical behavior and professional ethical decision making.

1. American Association of School Librarians. Standards for the 21<sup>st</sup>-Century Learner. 2009.  
To order call 800 545 2433 (press 7) or go online to: <http://www.alastore.ala.org/aasl>.
2. American Library Association. "ALA Code of Ethics. Adopted 28 June 1997. 31 March 2009  
<<http://www.ala.org/ala/aboutala/offices/oif/statementspols/codeofethics/codeethics.cfm>>.

### Standards for the 21<sup>st</sup> Century Learner IN ACTION

Ethics has been popping up in books, magazines, newspapers, documents, speeches and the news media during the last couple of years. The new set of American Association of School Libraries Learning Standards is now published in the book entitled, Standards For the 21<sup>st</sup> Century Learner. Two assessments directly related to ethical behavior are included as major building blocks of the new standards' framework. They are dispositions and responsibility. You will want to get a copy of this paperback manual as soon as possible. It replaces our old set of nine standards with four standards and indicators appropriate for 21<sup>st</sup> Century School Libraries.

### Code of Ethics of the American Library Association

As members of the American Library Association, we recognize the importance of codifying and making known to the profession and to the general public the ethical principles that guide the work of librarians, other professionals providing information services, library trustees and library staffs.

Ethical dilemmas occur when values are in conflict. The American Library Association Code of Ethics states the values to which we are committed, and embodies the ethical responsibilities of the profession in this changing information environment.

We significantly influence or control the selection, organization, preservation, and dissemination of information. In a political system grounded in an informed citizenry, we are members of a profession explicitly committed to intellectual freedom and the freedom of access to information. We have a special obligation to ensure

the free flow of information and ideas to present and future generations.

The principles of this Code are expressed in broad statements to guide ethical decision making. These statements provide a framework; they cannot and do not dictate conduct to cover particular situations.

- I. We provide the highest level of service to all library users through appropriate and usefully organized resources; equitable service policies; equitable access; and accurate, unbiased, and courteous responses to all requests.
- II. We uphold the principles of intellectual freedom and resist all efforts to censor library resources.
- III. We protect each library user's right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired or transmitted.
- IV. We respect intellectual property rights and advocate balance between the interests of information users and rights holders.
- V. We treat co-workers and other colleagues with respect, fairness, and good faith, and advocate conditions of employment that safeguard the rights and welfare of all employees of our institutions.
- VI. We do not advance private interests at the expense of library users, colleagues, or our employing institutions.
- VII. We distinguish between our personal convictions and professional duties and do not allow our personal beliefs to interfere with fair representation of the aims of our institutions or the provision of access to their information resources.
- VIII. We strive for excellence in the profession by maintaining and enhancing our own knowledge and skills, by encouraging the professional development of co-workers, and by fostering the aspirations of potential members of the profession.

Adopted June 28, 1997, by the ALA Council; amended January 22, 2008.

Used with permission of the American Library Association.

To summarize: By definition, President Obama is asking us to examine our ethical fitness®. Ethics is the science of doing the right thing when no one is looking. Our personal values play the major role in our ability to make right choices in life. Too often, perhaps, we are tossed into ethical dilemmas when life's experiences, job related responsibilities, or social relationships conflict with our values. Through careful examination of a dilemma you will always find a solution. Librarians are change agents. Let's change America. (<

Please buy the *Standards for the 21<sup>st</sup> Century Learner* and the keep it in an obvious place in you library. Share the *ALA Code of Ethics* with others. Post large copies of the code in your libraries for students, parents and faculty members. Make the code a part of your Policy and Procedures. Now that you have the tools, examine them carefully. If you have questions about any of the articles of the code, please contact Veanna Baxter ([vebaxter@frontiernet.net](mailto:vebaxter@frontiernet.net)).

## Resources:

American Association for School Librarians. Standards For the 21<sup>st</sup>-Century, American Library Association, 2009.

American Library Association. "ALA Code of Ethics." Adopted 28 June 1997. 31 March 2009

<<http://www.ala.org/ala/aboutala/offices/oif/statementspols/codeofethics/codeethics.cfm>>.

Kidder, Rushmore. How Good People Make Tough Choices: Resolving the Dilemmas of Ethical Living.

New York. Simon & Schuster, 1996.

Veanna Baxter is a past president of The Pennsylvania School Librarians Association. She presently teaches graduate studies in the School Library and Information Technology Program for Mansfield University. She has consulted for school libraries both locally and internationally. Veanna was a school librarian for 32 years.

## Library Moves – Packing, unpacking and more Robin Schreiter

It's like getting a new house. Hallmark even celebrates the event. The excitement to move into the new house builds until you realize that you must empty the old house first. Then, the panic sets in. Moving is an overwhelming task. However, the benefit of that new house, the excitement of new furnishings, the smell of fresh paint and new carpet and familiar keepsakes settled into new niches is just too good to pass up.

The same excitement builds when you find out you are getting a new library. In my thirty years as a LMS, I have moved library collections or parts of them six times. It is still exciting and overwhelming. Some of the moves have been my choice to "switch it up" and some moves have been the result of school renovations. My first move came when I was a first year elementary librarian and did not know any better. I decided to move the collection around to better serve students, which was a lofty idea and a good one. Needless to say it took all the book carts I could find, liquor boxes and lots of cleaning supplies. The new arrangement was better, but the library was still two renovated classrooms.

My next move came when as a high school library media specialist I decided to tear down a wall to integrate the collection. At that time we had an oversized book collection, housed separately, which was never used because students never found the books. This time, I had a little more help from a library aide and my husband. However, it required used boxes and I encountered the same dust. The results opened the library space to be much more usable and the collection more accessible. In my third library, I packed and moved books twice to rearrange the library and secondly to give the room a fresh coat of paint. I guess you could say I still hadn't learned my lesson. Moving library collections is hard work, takes time and is a dirty job.

I eventually got a new library in that school. That move was even more exciting because I had a say in the new

library plans. We moved the library into storage for the summer intending to open in our new library in the fall. This time I refused to use liquor boxes on the principle that we were not sending a positive message to students; the school procured boxes through a parent donation. These boxes were heaven sent as they were the same size and were easily stacked. We never moved into the new library until December, but serviced students from the collection (10,000 volumes) stored in boxes resting on 2 X 4s.

My last move occurred in 2007, when my coworker and I moved a high school library collection (25,000 volumes) into storage so our facility could be gutted and rebuilt. The school hired a packing consultant as we were moving and storing an entire school; the consultant was both a help and hindrance. He did secure all the boxes and labels we needed. We moved back into the library in two months after school started and it is wonderful. It smells of fresh paint, new carpet and we have niches holding familiar keepsakes. With each of the six moves, I have gotten smarter, but it is still a hard, dirty job.

### **Lessons Learned:**

#### Organization:

- Ask the other LMSs for advice. You know that we are a wonderful bunch of people who are willing to offer help and words of wisdom. Not all moves are the same, so you may want to talk to a few librarians.
- Complete a major weeding project as soon as you know you will be moving. There is no sense in moving/packing books that are no longer a valuable part of the collection.
- Purchase packing tape, labels and permanent markers. Locate boxes, skids or moving carts.
- Use a spread sheet to make a list of each shelf in the library with the starting and ending call numbers on the shelf. This will give you a starting place for unpacking.
- As you pack each box, print a shelf lists from your library systems to include in each box. This shelf list will list the books in that particular box. Label the list to match the label on the box. Print a second copy of this list.
- Keep a copy of the spreadsheet and the shelf list documents in a separate place from the collection. We sent them to be stored in another library in the district.

#### Contacts:

These are people you will come to rely on as you do this job. You will need to coordinate dates with these folks. Treat them to cake, cookies and chocolate, whatever it takes to keep them happy and thank them.

- Lead principal on the renovation project.
- Construction Manager or Clerk of the Works
- Maintenance personnel who will help you move the books out of the library. I worked closely with the head of maintenance who scheduled workers, trucks and found storage space in district facilities.
- Students to help to build boxes. Yes, the boxes are flat and need to be constructed. We used as many as 100 boxes a day. I gave these kids gift certificates to “Ritas.”
- Fellow LMSs, who will come to your aid.

### Packing the boxes:

- This is where we argued with the packing consultant. He wanted us to pack the boxes one layer of books deep in shelf order. In a perfect world, this is the correct method. However, we were going to be storing our boxes on skids, stacked five boxes high. We had to pack the boxes so they were full, and would not bend when weight was put on them. Filling the boxes was like putting a puzzle together. We filled the boxes so there was no space in them, sometimes grabbing book from a nearby shelf because they were the right size/fit. (these boxes weighed 50+ pounds)
- The shelf list was as accurate as possible, but each box contained a few books that were “out of order”. The shelf list is placed inside the box.
- Labeling boxes is essential. We printed different colored labels for FICTION, NONFICTION and REFERENCE. We then used permanent markers to “fill in the blanks”.
- We labeled boxes in a sequential fashion - Non-Fic #1 000-150.33, FIC #1 AAA – AST, FIC #2 ATA - BAR

### Storage:

- Find out where your collection will be stored while it is not in the library. Push for climate controlled storage so that moisture and mold do not become a problem. In one of our moves the books were stored in a tractor trailer without any ventilation, which was not the best for book tape and moisture.
- Not all boxes are created equal. The last move was the best because we used sturdy boxes meant for packing. Packing boxes the same size will help with stacking them. Using weaker boxes can cause damage to your books.
- Our boxes were stored on skids, which were moved out by maintenance as we stacked them. You will need help lifting the boxes for stacking; the maintenance people will be of assistance here.

### The actual move:

- We moved boxes out of the library as we filled skids; this made room to maneuver in the library.
- If you are lucky enough to move straight to the new facility, you can gather all the book carts from your district libraries to move books, in shelf order. You may use students or volunteers to roll carts to the new library and place them directly on the new shelves. I know of schools that moved down the street using this method; one school loaded book carts onto trucks and moved a mile away. (See the Unpacking section on labeling the new library).

### September boxes

- These are boxes packed with items you will need to teach the first few weeks of school. They may contain lesson materials, a few display items, and a small portion of the collection. In one of my Elementary moves, these boxes helped me teach my students who was dispersed to various schools in the district when the construction was not finished in time. In my last move, the September boxes allowed us to teach out of computer labs and in classrooms until the new library was complete. Yes, we still met classes and had library instruction without a library. Our students made good use of online resources for a couple of months.

- Consider packing a portion of the collection to be used early in the year. You may want to do this by subject groupings as you know which units are taught early in the school year. You may want to pack your reference section.

Unpacking:

- Prepare the new space. Dust the shelves and adjust them to the height you need to use.
- Label each shelf using the spreadsheet you made before the move. This will allow helpers to unpack boxes while placing them in good shelf order.
- Ask the maintenance people /movers to spread the boxes around the area to match the labels on the shelves as best they can. We used Manpower personnel to help with the physical labor.
- Use the copies of the shelf list to get books in order.
- *An unexpected gift.* The district librarians were each offered a release day to help with unpacking. The school district hired a substitute for each LMS, who willingly wrote lesson plans and then came to the high school to help for a day. This gift was immeasurable. Ask your superintendent for this support.

**Lessons never learned:**

You'll never guess what we did this fall! After being in the library nine months, we moved the fiction collection! -- Ok, it was only to spread them out, but we moved every book in the fiction section! I guess, I'll never stop "rearranging" to help my students gain better access to the collection.