



SCHOOL BOARD ACTION REPORT

DATE: December 4, 2018
FROM: Ms. Denise Juneau, Superintendent
LEAD STAFF: Dr. Diane DeBacker, Chief Academic Officer
dmdebacker@seattleschools.org

Marian Royal, Library Services & Instructional Materials Manager
mbroyal@seattleschools.org / 206-252-0351

Dr. Kyle Kinoshita, Executive Director of Curriculum, Assessment & Instruction
kdkinoshita@seattleschools.org / 206-252-0049

For Introduction: February 27, 2019
For Action: March 13, 2019

1. TITLE

Purchasing the opening day library collections for Lincoln High School and Magnolia Elementary School and the capacity library collections for Ingraham High School and Queen Anne Elementary School.

2. PURPOSE

This Board action details purchase agreements that total \$550,000 and would allow the district to issue Purchase Orders to Follett School Solutions to purchase library resources for Lincoln High School, Magnolia Elementary School, Ingraham High School, and Queen Anne Elementary School.

3. RECOMMENDED MOTION

I move that the School Board authorize the Superintendent to execute a contract with Follett School Solutions, not to exceed \$550,000, for new or expanded library collections for Lincoln High School, Magnolia Elementary School, Ingraham High School, and Queen Anne Elementary School with any minor additions, deletions, and modifications deemed necessary by the Superintendent, and to take any necessary actions to implement the contract.

4. BACKGROUND INFORMATION

a. Background

In the Fall of 2019, SPS be moving new or existing programs into new, renovated, or existing sites for Lincoln High School, Magnolia Elementary School, Ingraham High School, and Queen Anne Elementary School. Lincoln High School and Magnolia Elementary School, being new schools, will have new libraries with full opening day collections and Ingraham High School and Queen Anne Elementary School will have expanded programs, requiring new or expanded library resources. Some key points:

- We are not required to put library collections out to bid and identified Follett School Solutions as the supplier for these resources through an RFP process conducted in 2017.
- Lincoln High School and Magnolia Elementary School are new programs that do not have existing libraries
- Ingraham High School has been expanded to include 20 new classrooms with expanded instructional programs. New and updated materials are required to support this expansion.
- The Queen Anne Elementary School facility has been expanded by 200 seats and will be receiving additional materials for their library collection.
- Lincoln High School will need a collection to support 1600 students. A budget of \$300K has been allocated from Capital funds for this collection.
- Collection purchases include print and digital resources, help in developing the collection, processing of all books to shelf-ready state, and installation of books and removal of all packing materials.
- The collections will be developed through collaboration between SPS Library Services, the librarians at the school sites, and Follett School Solutions staff. Collection development will follow Superintendent Procedures 2021SP, Library Media Centers, with additional guidance from the Race and Equity Toolkit.
- Timeline: Orders for collections must be placed with Follett School Solutions by May 15, 2019, for delivery to schools prior to start of the 2019-20 school year.

b. Alternatives

- a. Do not purchase collections for new libraries.
 - i. This is not recommended. Libraries are the heart of our schools, bring equity of access to all students, and are an essential element in supporting student achievement in reading and information literacy.
 - ii. Board Policy 2021 requires Library Media Centers for all SPS schools.
 - iii. If the contract to purchase new collections is not approved, we will have invested in a library and staffed a librarian, but the library will lack materials or an adequate collection to make it functional.

c. Research

Library collections in SPS typically range from 8,500 to 17,000 volumes. The four programs impacted by this contract will fall within this range or a little below when adjusted for school size.

Current best practices in School Librarianship recommend 20 print books per student for exemplary libraries. The Lincoln HS and Magnolia ES school collections will be complete, opening day collections and will include both print and electronic resources. However, both libraries will be housed in historic buildings with limited library space. As a result, neither will be able to contain the number of recommended books. Lincoln will have room for no more than 9000 print books or five books per student. Electronic books will be purchased to

make up as much of the difference as possible. Magnolia will house approximately 7000 print books or seven books per student.

The Ingraham library refresh will update the existing collection with more current materials that reflect the academic and personal interests of the students and the classes offered in the school.

Queen Anne Elementary School is receiving additional print materials to meet the needs of the projected increase of 200 students.

5. FISCAL IMPACT/REVENUE SOURCE

The total fiscal impact to this action will be \$550,000, broken down by school as follows:

- Lincoln High School - \$300,000
- Magnolia Elementary School – \$153,000
- Ingraham High School - \$72,000
- Queen Anne Elementary School - \$25,000

The revenues source for this motion are the Building Excellence IV Capital Levy (Lincoln High School & Queen Anne Elementary School) and the Building, Technology and Academics IV Capital Levy (Ingraham High School & Magnolia Elementary School). These are one-time expenditures from levy funding approved by voters in February 2013 and February 2016, respectively, for the purpose of supporting capital projects. As voter-approved capital funding, the uses for this funding are restricted.

Expenditure: One-time Annual Multi-Year N/A

Revenue: One-time Annual Multi-Year N/A

6. COMMUNITY ENGAGEMENT

With guidance from the District’s Community Engagement tool, this action was determined to merit the following tier of community engagement:

Not applicable

Tier 1: Inform

Tier 2: Consult/Involve

Tier 3: Collaborate

The primary stakeholders in the collection development for a new or existing library are the librarians, principals, faculty/staff and students at the school. In developing the orders for these four purchases, the librarians and principals have been heavily involved. Lincoln and Magnolia are currently not open and do not have full faculty as of yet, but the faculty members who have been hired have been queried for their input on the collections. For the Ingraham refresh, the librarian, faculty members and students have been surveyed for their needs. The Magnolia

principal has a clear sense of what resources are needed in the library based on chosen curricula and is working closely with Library Services on developing the collection.

7. EQUITY ANALYSIS

It is critical that students can clearly see themselves and their families in their school’s library collection. Therefore, it is of primary concern that SPS purchase library collections that are not only current, relevant and engaging, but that reflect the diversity of the student populations and school communities they serve. Collections should also provide all students with the diverse and inclusive views that are presented in materials that are written by ethnically and culturally diverse authors who come from a wide variety of backgrounds. The materials purchased for the four collections will be chosen carefully to provide both windows and mirrors for the students impacted and will also provide authentic perspectives on social, historical and scientific matters.

8. STUDENT BENEFIT

Numerous valid and reliable studies show that well-developed and funded school libraries staffed by certified school librarians are strongly linked to improved student academic achievement as well as positive attitudes among students toward reading and lifelong learning. See attached infographics from the American Association of School Librarians and Future Ready Schools.

9. WHY BOARD ACTION IS NECESSARY

- Amount of contract initial value or contract amendment exceeds \$250,000 (Policy No. 6220)
- Amount of grant exceeds \$250,000 in a single fiscal year (Policy No. 6114)
- Adopting, amending, or repealing a Board policy
- Formally accepting the completion of a public works project and closing out the contract
- Legal requirement for the School Board to take action on this matter
- Board Policy No. _____, [TITLE], provides the Board shall approve this item
- Other: _____

10. POLICY IMPLICATION

Board Policy No. 6220, Procurement: All contracts for more than \$250,000 initial value, excluding sales tax and contingencies, and changes or amendments of more than \$250,000, excluding sales tax and contingencies, must be approved by the School Board.

Boar Policy No. 2021, Library Media Centers: It is the policy of the Seattle School Board to establish and maintain a Library/Media Center in each school, appropriate to the age groups served by that school.

Superintendent Procedure No. 2021SP, Library Media Centers: This Superintendent Procedures guides how library collections are developed.

11. BOARD COMMITTEE RECOMMENDATION

This motion was discussed at the Executive Committee on February 15, 2019. The committee reviewed the motion and moved the item forward for consideration by the full Board.

12. TIMELINE FOR IMPLEMENTATION

Upon approval of this motion, the purchase of the four collections will go forward. The collections will be delivered, installed and ready for use for students on the first day of school of fall 2019.

13. ATTACHMENTS

- AASL Infographic - School Librarians Transform Learning (for reference)
- Future Ready Librarians Infographic (for reference)



School Librarians Transform Learning

An American Association of School Librarians Infographic

Seattle Public Schools is committed to making its online information accessible and usable to all people, regardless of ability or technology. Meeting web accessibility guidelines and standards is an ongoing process that we are consistently working to improve.

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Library Services & Instructional Materials Manager
Curriculum, Assessment & Instruction
mbroyal@seattleschools.org

This infographic gives facts and figures showing how certified school librarians are needed to help students and teachers navigate the world of digital information and technology. Included are statistics about internet, and specifically Google, significant quotes and a list of references.

School Librarians Transform Learning

School librarians ensure their students have the best chance to succeed.

“The internet makes doing research easier—easier to do well and easier to do poorly.”ⁱ

Increasing amounts of information demand students acquire the skills to select, evaluate, and use information appropriately and effectively.ⁱⁱ

“Your school librarian can help you co-plan and co-teach lessons that focus on the evaluation of sources and information, providing your students with the discernible eye they’ll need to survive in college and the workplace.”

— Kimberly Shearer, 2012 Kentucky Teacher of the Year^{ix}

STUDENTS

Equate research with Googling

Use search engines instead of more traditional sources

Lack the ability to judge the quality of online informationⁱⁱⁱ

Today’s Digital Technologies Teachers Report:

- 83% information available online is overwhelming for most students^v
- 60% digital technologies make it harder for students to find and use credible sources of information^{vi}
- 71% digital technologies discourage students from finding and using a wide range of sources^{vii}

TEACHERS

Self-described “tech savvy” teachers are more likely (65%) to use media and technology in the classroom “a lot” than teachers who are “comfortable” (33%) or “uncomfortable” (12%) with it.^{xiv}

School librarians are enabling and empowering teachers’ skills with digital content:

NOTES

- ⁱ Purcell, Kristen, et al., 2012. *How Teens Do Research in the Digital World*. Pew Internet and American Life Project. www.pewinternet.org/files/old-media/Files/Reports/2012/PIP_TeacherSurveyReportWithMethodology10112.pdf.
- ⁱⁱ AASL, 2009. *Standards for the 21st-Century Learner*.
- ⁱⁱⁱ Purcell, Kristen, et al., 2013. *How Teachers Are Using Technology at Home and in Their Classrooms*. Pew Internet and American Life Project. www.pewinternet.org/files/old-media/Files/Reports/2013/PIP_TeachersandTechnologywithmethodology_PDF.pdf.
- ^{iv} comScore, Inc., 2014. “comScore Releases June 2014 U.S. Search Engine Rankings.” www.comscore.com/Insights/Market-Rankings/comScore-Releases-June-2014-US-Search-Engine-Rankings.
- ^v Purcell, Kristen, et al., 2013. *How Teachers Are Using Technology at Home and in Their Classrooms*.
- ^{vi} Purcell, Kristen, et al., 2013. *How Teachers Are Using Technology at Home and in Their Classrooms*.
- ^{vii} Purcell, Kristen, et al., 2013. *How Teachers Are Using Technology at Home and in Their Classrooms*.
- ^{viii} Purcell, Kristen, et al., 2012. *How Teens Do Research in the Digital World*.
- ^{ix} Shearer, Kimberly, 2012. “Why You Need Your School Librarian,” *Kentucky Teacher*. www.kentuckyteacher.org/kentucky-teacher-of-the-year/2012/07/why-you-need-your-school-librarian/.
- ^x PBS LearningMedia, 2013. *Teacher Technology Usage Survey*.
- ^{xi} The Bill & Melinda Gates Foundation, 2012. *Technology and Effective Teaching in the US*.
- ^{xii} Purcell, Kristen, et al., 2013. *How Teachers Are Using Technology at Home and in Their Classrooms*.
- ^{xiii} AASL, 2009. *Standards for the 21st-Century Learner*.
- ^{xiv} Common Sense Media, 2012. *Children, Teens, and Entertainment Media*. www.commonsensemedia.org/file/view-from-the-classroom-final-reportpdf-0/download.
- ^{xv} Project Tomorrow, 2011. *The New 3 E’s of Education: Enabled, Engaged, Empowered*. www.tomorrow.org/speakup/pdfs/SU10_3EofEducation_Educators.pdf.

SCHOOL LIBRARIANS

85% answer questions about technology tools

66% participate with teachers in professional learning communities

33% train teachers how to locate and evaluate digital content.^{xv}

Sources students are “very likely” to use in a research assignment:

Their peers 42%

16%

A librarian

18%

Print or electronic textbooks

94% Google

75% Wikipedia

52% YouTube/social media

17% Online databases

25% News sites of major news organizations^{viii}

Number of Google searches per month: **12.050 BILLION**^{iv}

73% of teachers believe educational technology has the potential to “respond to a variety of learning styles”^x

49% of teachers report that students’ access to technology at home is one of the “biggest barriers to incorporating technology into their teaching” because the students are “often not digitally literate enough”^{xi}

56% of teachers of the lowest-income students say that a lack of resources among students to access digital technologies is a “major challenge” to incorporating more digital tools into their teaching^{xiii}

School libraries provide equitable physical and intellectual access to the resources and tools required for learning in a warm, stimulating, and safe environment.^{xiii}



TRANSFORMING LEARNING
AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS

The AASL infographic *School Librarians Transform Learning* is part of the digital supplement to the Sept/Oct 2014 issue of *ALA’s American Libraries* magazine. Members of the media and public are permitted to repost the PDF infographic, provided no alterations are made and that the posting is for educational, noncommercial purposes only. [www.ala.org/aasl/digitalsupplement] ©2014 American Association of School Librarians. All rights reserved.



Future Ready Librarians Infographic

Empowering Leadership for School Librarians Through Innovative Professional Practice

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This document is an infographic, derived from the Future Ready Schools® framework, that highlights the multiple areas in which school librarians lead, teach and support their district's Future Ready Schools® goals and student-centered learning. The graphic indicates how librarians impact learning through curriculum, instruction & assessment, personalized professional learning, robust infrastructure, budget & resources, community partnerships, data & privacy, collaborative leadership, and use of space & time.

EMPOWERING LEADERSHIP FOR SCHOOL LIBRARIANS THROUGH INNOVATIVE PROFESSIONAL PRACTICE



Through their professional practice, programs, and spaces, school librarians lead, teach, and support their school or district’s Future Ready Schools® (FRS) goals. Derived from the FRS framework, the principles described in this document highlight how school librarians support schools in transitioning to student-centered learning and identify special ways librarians can become future ready. By aligning with strategic initiatives like FRS, librarians connect their practices, programs, and spaces to educational innovation in schools.

Leveraging actions from the Future Ready Librarians framework puts school librarians on the leading edge of the digital transformation of learning.

HOW A FUTURE READY LIBRARIAN SUPPORTS STUDENT-CENTERED LEARNING



LITERACY

Inspires and supports the reading lives of both students and teachers

Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas.



CURRICULUM, INSTRUCTION, AND ASSESSMENT

Curates Digital Resources

Leads in the selection, integration, organization, and sharing of digital resources and tools to support transformational teaching and learning and develops the digital curation skills of others.

Builds Instructional Partnerships

Partners with educators to design and implement evidence-based curricula and assessments that integrate elements of deeper learning, critical thinking, information literacy, digital citizenship, creativity, innovation, and the active use of technology.

Empowers Students as Creators

Encourages and facilitates students to become increasingly self-directed as they create digital products of their learning that engage them in critical thinking, collaboration, and authentic real-world problem solving.



PERSONALIZED PROFESSIONAL LEARNING

Facilitates Personalized Professional Learning

Leads professional learning to cultivate broader understanding of the skills that comprise success in a digital age (e.g., critical thinking, information literacy, digital citizenship, technology).



ROBUST INFRASTRUCTURE

Ensures Equitable Digital Access

Provides and advocates for equitable access to collection tools using digital resources, programming, and services in support of the school district's strategic vision.



BUDGET AND RESOURCES

Invests Strategically in Digital Resources

Leverages an understanding of school and community needs to identify and invest in digital resources such as books and ebooks to support student learning.



COMMUNITY PARTNERSHIPS

Cultivates Community Partnerships

Cultivates partnerships within the school and local community (including families and caregivers, nonprofit organizations, government agencies, public and higher education libraries, businesses) to promote engagement and a community of readers.



DATA AND PRIVACY

Advocates for Student Privacy

Teaches and promotes student data and privacy through his or her instruction and role as an educational leader.



COLLABORATIVE LEADERSHIP

Leads Beyond the Library

Participates in setting the school district's vision and strategic plan for digital learning and fosters a culture of collaboration and innovation to empower teachers and learners.



USE OF SPACE AND TIME

Designs Collaborative Spaces

Provides flexible spaces that promote inquiry, creativity, collaboration, and community.