New Guidance
Library Media Centers

Office of Education Technology

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Kentucky Department of Education

Library Services

- Continuing the operation of the school library safely is important for your students' educational experience.

- Guiding Questions
  - What are the distancing and sanitizing needs?
  - What modifications are needed for regular services provided by the LMC?
  - How can the Library Media Specialist be a strong support for students and staff for the variations of in-person and remote learning that may occur this year?

Distancing and sanitizing needs?

- Designate traffic patterns to help minimize contact to surfaces

- Consider where occupancy limitations may be needed to adhere to social distancing.

- Consider creating an online space for staff to view, and possibly reserve, available times and areas for library use.
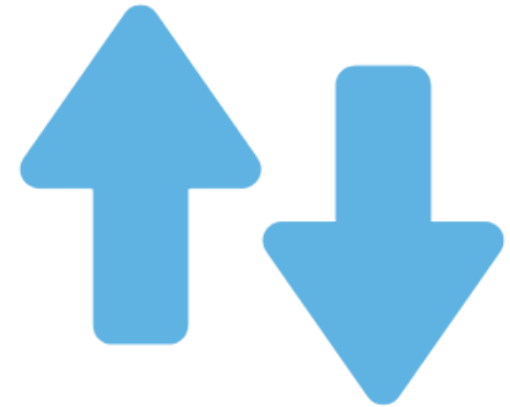
Distancing and sanitizing needs?

- Consider options appropriate for selecting materials to check out.
  - Use online catalog to place holds on materials and have library staff retrieve items and check them out to students and staff.
  - Limit student browsing directly from shelves by having them select options in the online catalog before retrieving items.
  - Create a system where students at home can reserve items to be picked up at school or delivered with school meals.

Distancing and sanitizing needs?

- Maintain libraries to reflect district distancing guidelines and clean space between student visits:

- If students are selecting books for check-out in physical space, limit contact during process.

- Re-shelving Books
  - When you get materials back, keep them quarantined for at least 4 days.

- Sanitize tables and circulation desk between class visits. Note this will require extra time between classes.
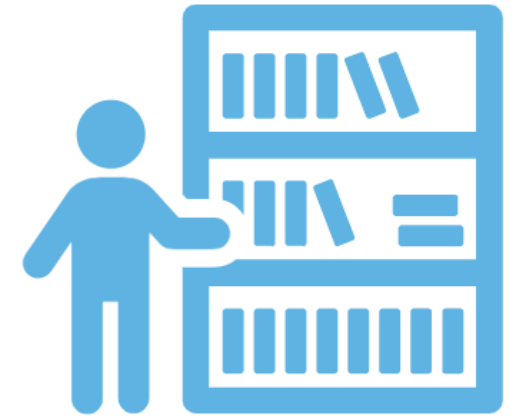
Modifications needed for regular services provided by the library media center?

- Work with technology and curriculum teams to provide professional learning for staff on the use of digital tools, including instructional strategies, data privacy, cyber security, and ethical practice.

- Work to leverage funds for student use of the Kentucky Virtual Library (KYVL), with access to 217,000+ eBooks, 1,600 full text magazines and journals, encyclopedias, 55,000 primary source documents, ACT prep, etc.

- Promote and facilitate the use of online resources, such as eBooks, audiobooks, research databases, and instructional tools.

How can the Library Media Specialist be a strong support for students and staff for the variations of in-person and remote learning?

- Reading promotion

- Maintaining relationships and contact with students

- In-person or virtual Co-Teaching

- Curriculum and instruction support through in-person or virtual collaboration

How can the Library Media Specialist be a strong support for students and staff for the variations of in-person and remote learning? 0

- Specific instruction in digital citizenship, ethical use of information, accessing quality digital content

- Curation of quality digital content for students, teachers, and parents

- Assist in locating eBooks and audiobooks

- On-demand video tutorials

- "To-go" style resource check out

New Guidance
Virtual Class Size

Kelly Foster, Office of Continuous and Support

Marty Park, Office of Education Technology

General Education Class Sizes in Schools **with** a School-Based Decision Making Council

- The maximum class sizes established in KRS 157.360(5)(a) do not apply to schools with an SBDM.

- Instead, policies and procedures of the SBDM should be consulted and revised as needed to ensure locally established class maximums are appropriate in light of the re-opening plans of the district and school.

- Unless the local board of education has adopted class size maximums that are the same as or more restrictive than those prescribed in statute, the SBDM has the authority to exceed class sizes established in KRS 157.360(5)(a) and, pursuant to 702 KAR 3:190, "exemptions from class size maximums shall not be required" for general education classes.

General Education Class Sizes in Schools **without** a School-Based Decision Making Council

- Schools and programs that lack an SBDM must comply with KRS 157.460(5)(a), which prescribes the following class sizes:
  - Primary: 24 to 1;
  - Grade 4: 28 to 1;
  - Grades 5-6: 29 to 1; and
  - Grades 7-12: 31 to 1; however, a teacher cannot have more than 150 pupil hours in a day.

- However, a superintendent of an impacted school or program can request an exemption "when unusual circumstances warrant an increased class size."

- The KDE views the State of Emergency due to COVID-19 as "unusual circumstances" that justify exemptions be granted to class size maximums for the 2020-2021 school year.

- Any superintendent seeking an exemption for one or more general education classes in one or more schools or programs should contact Associate Commissioner Kelly Foster by email to receive a straightforward form to complete.

KDE recommends:

- Keep students at the center of the decision by identifying the resources (per "course") necessary to ensure a high-quality learning experience occurs.

- considerations for design decisions:
    - the ability to enlist additional facilitators per course,
    - the availability of additional content coaches and
    - teacher-friendly features within the platform used for virtual instruction.

- Further understand teacher capacity as it relates to student interactions. Develop a plan to gauge efficacy of interactions.

Beyond Compliance, Important Details About
"Class Size" and Virtual Learning

- Depending on the design, Current research suggests a target from 15-20 students per course which may not feasible in many circumstances.

- However, when no additional people or programmatic supports are included, you are encouraged to consider the high-end enrollment of a full-time virtual course the same as an in-person class enrollment.

- research also suggests the lower the virtual course enrollment the more quality interactions and engagement by both teachers and students are possible.

- When considering how to best staff virtual courses that produce highly effective digital instructional strategies, take in account the familiarity and professional learning needed for staff to be most successful.