DEDHAM PUBLIC SCHOOLS

FIVE-YEAR SCHOOL LIBRARY MEDIA CENTER PLAN

Fall 2018 - Spring 2023

Approved by Superintendent Michael J. Welch, July 25, 2018

Approved by Massachusetts Board of Library Commissioners, July 27, 2018

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COMMUNITY PROFILE

The suburban town of Dedham has a population of 25,000 and borders Boston on the northeast and east, Needham on the northwest, and Canton and Westwood on the south. Established in 1636, Dedham boasts strong roots to public education: the first tax-supported free public school in the United States and hometown of Horace Mann, American education reformer and abolitionist and former Dedham Public School School Committee Member. As the county seat for Norfolk County, government is an integral part of the local economy and personality of Dedham. Several historic courthouses, the Registry of Deeds, the Dedham House of Correction, and the Norfolk County Sheriff's Office, are all based in the downtown area, fondly known as Dedham Square. Dedham has seen a resurgence of grass-roots initiatives driven by volunteer residents, such as Dedham Civic Pride, Dedham Square Circle, The Mother Brook Arts and Community Center, Dedham Square Artist Guild and Dedham Shines. The common thread of these non-profits is they each strive to create a higher quality of life for the community and encourage residents to become engaged and connected to their neighbors.

Dedham places a high value on education. For at least the past two decades, Dedham voters have consistently supported the school system including financing three brand new schools and updating others. The Dedham Public Schools today serve over 2700 students from a wide range of socioeconomic and ethnic backgrounds.

The school administrators and the town officials have a successful working relationship founded on mutual respect and trust. This professional relationship results in support for innovative programs and a results-driven curriculum. In 2011, Dedham began a one-to-one initiative and program has been expanded to all students in grades 3-12, with students in grades PreK-2 having access to iPads and Chromebook centers in each classroom. The High School has also been regularly ranked in the top 50 public schools by Boston Magazine and U.S. News & World Report.

The physical layout of the schools consists of seven separate buildings: the high school, a middle school, four elementary schools for grades one to five, and an early childhood center for pre-k and kindergarten students (for which a new facility is scheduled to open in early 2019). A campus style setting includes the high school, middle school and the newest elementary school,

while the other schools are dispersed throughout the town. A full-time librarian is on staff at the High School, Middle School, and all four elementary schools, and the district is in the process of filling a new position for a full-time certified Library Media Specialist at the new Early Childhood Education Center's "Discovery Center." In addition to PTOs and School Councils, Dedham has two active fundraising groups: the Dedham Education Foundation and the Dedham Education Partnership.

PROFILE AND CURRENT STATUS

Dedham High School serves 767 students in grades 9-12. The library media center is open daily from 7 to 3:30 and is staffed by a full-time certified library media specialist and a full-time aide. The high school library operates on a flexible schedule and teachers may book time in the five computer labs. Students are welcome to visit the library media center before and after school, during the day with pass from their teacher, or during their lunch block. The LMC has five interactive whiteboards used for instruction and more than 100 desktop computers available for student use, providing access to the internet, library catalog, and various subscription research databases. The majority of available databases are provided through the MBLC Statewide Database Licensing program. The students also have access to LibGuides, a web-base pathfinder system that allows the librarian to curate focused collections of print and digital resources. In addition, the library staff provides support for the school's 1:1 Chromebook program. The library media specialist regularly collaborates with teachers on research and technology projects, including 3D printing. The librarian encourages literacy by providing and promoting well-reviewed and high interest materials, offering reading incentive programs, and facilitating the school's summer reading program. The print and resource budget is $9,950.

Dedham Middle School serves 609 students in grades 6-8. The library media center is staffed daily from 7:45-4:00 with a full-time certified library media specialist and a full-time aide. The middle school has a fixed/flexible schedule. The library media specialist teaches an eighth grade research class focused on information literacy. The course covers library organization, media literacy, research skills and teaches the inquiry research method. The library media specialist also works collaboratively with classroom teachers on research projects for students. Students are welcome to visit the library independently with a pass from their teacher. The library media center is connected to a 60 seat amphitheater complete with distance learning capabilities, very

large image projection, and an interactive whiteboard. This room is used when combining classes for various purposes, including guest speakers, and for various district and community gatherings. The library media center has 9 desktop computers providing access to the internet, library catalog, and various subscription research databases. The majority of available databases are provided through the MBLC Statewide Database Licensing program. The students also have access to LibGuides, a web-base pathfinder system that allows the librarian to curate focused collections of print and digital resources. In addition, the library staff provides support for the school's 1:1 Chromebook program. The librarian encourages literacy by providing and promoting well-reviewed and high interest materials, offering reading incentive programs, and facilitating the school's summer reading program. The print and resource budget is $8,750.

Avery Elementary School serves 326 students in grades 1-5.The library media center is staffed with a full-time certified library media specialist. Avery students come from a wide range of socioeconomic and ethnic backgrounds. 16.8% of students are English Language Learners and test as Limited English Proficient. Fourteen different languages are spoken at home. 57% of students receive free or reduced lunch. Avery School is a Title 1 school. Volunteers assist with book check out and the shelving of books. Avery has fixed/flexible schedule with the classes visiting weekly for literature, library and research lessons. Teachers may sign up for media time to collaborate with the library media specialist. A mobile iPad cart is available for use or checkout from the library media center. The library has two yearly book fairs to purchase additional books. Students participate in several school wide reading programs to foster a love of reading and build community. The library sponsors special events such as an end of the year book swap and a yearly author visit. The print and resource budget is $3,600.

Greenlodge Elementary School serves 269 students in grades 1-5. The library is staffed with a full-time certified library media specialist who is assisted by volunteers. Greenlodge has a fixed/flexible schedule, meaning that each class visits the library for 40 minutes once a week to learn and practice literacy, library, and technology skills based on national standards. The librarian also works with classroom teachers to collaborate on research and technology projects. The facility offers access to an interactive whiteboard for instruction and a Chromebook cart with 24 Chromebooks with access to the internet for use by all students. Students learn computational thinking strategies, coding, and robotics during library class and enrichment

classes are offered after school for interested students. The library also sponsors a variety of programs to promote literacy and community connections, including bringing in authors for visits, hosting two book fairs each year, and organizing various school-wide reading events. Additionally, fifth graders use the library and its green screen technology to create a weekly news video for the school community. The print and resource budget is $2,750.

Oakdale Elementary School serves 295 students in grades 1-5. The school has a certified library media specialist who is assisted by volunteers. Oakdale has a fixed/flexible schedule. Classes come to the library media center once a week for a 40 minute class for literature, library, technology, STEM, or research lessons and to check out books. Teachers can also sign up for media time to collaborate with the library media center for projects integrating technology in the curriculum or to use the computers for targeted computer instruction and assessment. Additionally, the library offers opportunities for STEM challenges as an extension of what students are learning about in the classroom. The library media center has an interactive whiteboard for instruction and 24 Chromebooks. All computers have access to the Internet and the library catalog. Oakdale students participate in a number or reading events and incentives each year, as well as special events such as author visits. The Oakdale School has after school enrichment programs and the library media center is used for some of these programs, such as Homework Club and Chess Club. The print and resource budget is $2,600.

Riverdale Elementary School serves 193 students in grades 1-5 and is a Title 1 school. The school has a certified library media specialist. Parent volunteers help with administrative tasks such as book check out, shelving books and helping at the yearly book fair. The library has 10 desktop computers and a cart of 24 chromebooks for student use, providing access to the Internet and the library catalog, and an interactive whiteboard for instruction. Riverdale operates on a fixed/flexible schedule. Every class is scheduled to visit the library media center once a week. During the 40 minute library period, students check out books as well as have a literature lesson or are taught library or research skills based on standards. Teachers can also sign up for media time to collaborate with the library media specialist on technology projects or to use the computers for targeted computer instruction and assessments. Read alouds are held during lunch time under the direction of the library media specialist and students participate in reading incentive programs several times during the school year. The library also sponsors special

events including author visits and skype visits. Students have skyped with classrooms across the United States, as well as with a variety of authors. The print and resource budget is $1,600.

Early Childhood Education Center serves 279 students in the preschool and kindergarten programs. Some preschool students attend two half-days each week, some three half-days each week, while others are full time students. Kindergarten is available for all residents, full-day for free. Currently a part-time library aide and trained volunteers provide services including read-alouds and book check-out for students and teachers, but the district is actively searching to fill a new full-time position with a certified library media specialist for the fall of 2018.

DEDHAM PUBLIC SCHOOLS - MISSION STATEMENT

The mission of the Dedham Public Schools, in partnership with the community, is to promote excellence in learning, self-discipline, and motivation.

LIBRARY MEDIA CENTER - MISSION STATEMENT

The mission of the Dedham Public School Library Media Centers is to empower students to become enthusiastic readers, information seekers, and creative problem solvers, prepared to participate in an evolving world. Through collaborative teaching, curriculum integration, and classroom support, we cultivate curious, independent, lifelong learners with the inquiry skills needed to be ethically responsible and successful in our global community. We equitably connect learners to diverse materials and learning opportunities in an environment that supports cooperation, collaboration, and a love of literature.

METHODOLOGY

Long range planning began at the end of the 2016-17 school year. The six library media specialists met regularly to begin discussion about long term planning. During two full days at the end of June 2017, they reviewed the previous five-year plan and also examined the Future Ready Librarians Goals from the Future Ready Schools, a project of the Alliance for Excellent Education. They then drafted an broad outline for goals. During the fall of 2018, the library media specialists reviewed the newly published National School Library Standards from AASL

to see how these standards would be addressed within the new long-term plan. At this time they also drafted survey questions for students, staff, and parents.

In the spring of 2018, a committee was formed and met for a total of three sessions. The committee first met to discuss the purpose and long-range planning requirements. Prior to the meeting, the committee members completed pre-work which consisted of examining guiding materials such as the previous library five-year plan, the DPL Strategic Plan, AASL library framework, and the Future Ready Librarians Goals. At the first meeting, committee members examined the current strengths and challenges of the program and identified areas of improvements. The committee also started examining sample vision and mission statements to identify what changes should be made.

Surveys were created and administered to parents, staff, and students to assess library services and determine needs. Data was collected, evaluated, and utilized to drive the goal creation process. The committee created goals that align and support the library mission statement. The committee identified required actions for the first year of the plan. The planning committee consisted of the following 22 members:

COMMITTEE MEMBERS

Sarah Bickel, Library Media Specialist, Greenlodge

Brianna Bovery Campo, Grade 4 Teacher, Oakdale

Kathy Carten, English Teacher, High School

Holli Caulfield, Elementary Principal, Oakdale

Katie deWit, Library Media Specialist, Oakdale

Wendy Garland, Library Media Specialist, Avery

Karen Hillman, Secondary Principal, Middle School

Alice Johnson, Library Media Specialist, High School

Ian Kelly, Assistant Superintendent

Julie Killgoar, Elementary Grade 4 Teacher, Greenlodge

Don Langenhorst, Technology and Library Director

Arianna Lechan, Library Media Specialist, Middle School

Lisa LeClair, Social Studies Teacher, Grade 7

Marie Lynch, Kindergarten Teacher, Early Childhood Education Center

Ingrid Mayyasi, Library Media Specialist, Riverdale

Sarah Merritt, Grade 3 Teacher, Avery

Joshua Minard, High School Student, Class of 2019

Jess Moise, Grade 3 Teacher, Riverdale

Melissa Pearrow, School Committee

Bonnie Roalsen, Dedham Public Library Director

Heather Smith, PreK-8 Humanities Curriculum Coordinator

John Walsh, Dedham Public Library STEM

NEEDS ASSESSMENT

Online surveys were made available to parents, students, and staff during March 2018. Elementary school students completed the survey during their library time. Teachers were available to read the questions and help with responses for first and second graders if needed. Secondary students were encouraged to complete their surveys during either library time or during an activity block. Staff received an email and email reminders to complete their surveys, while the parents received two staggered phone messages and emails encouraging them to respond. A total of 2,084 surveys were completed by the following groups - 167 staff, 312 parents, 371 students in grades 1-2, 596 students in grades 3-5, and 638 secondary students in grades 6-12. The surveys expressed a need for improved learning opportunities, communication, collaboration, resources, and space. These developed into the goals: 1. Empower students to become self-directed learners through authentic opportunities, 2. Cultivate Partnerships, 3. Ensure equitable access to resources and spaces.

GOALS AND FIRST YEAR ACTION PLAN

Goal 1: Empower students to become self-directed learners through authentic opportunities.

- **Empower students to become self-directed learners through authentic reading opportunities.**

Strategy	Timeline
Promote reading of materials through a variety of methods, including book displays, book talks, author visits, book clubs, and book recommendations in the library.	Year 1

Promote school, district, community, and external reading initiatives and events.	Year 1
Provide curriculum support for classroom teachers.	Year 1

- **Empower students to become self-directed learners through authentic inquiry opportunities.**

Strategy	Timeline
Collaborate with classroom teachers on curriculum projects.	Year 1
Create opportunities for students to be critical thinkers and effective/ethical users of information.	Year 1
Create opportunities for students to utilize diverse learning styles and perspectives. Students will be given choice in activities to show their learning.	Year 1

- **Empower students to become self-directed learners through authentic creating opportunities.**

Strategy	Timeline
Collaborate with classroom teachers to guide students to demonstrate learning.	Year 1
In conjunction/collaboration with building-base and district STEM and art educators, and aligned with appropriate DESE NGSS standards, offer Makerspace and STEAM opportunities to promote hands-on learning, critical thinking, problem solving, and engineering skills.	Year 1
Facilitate and develop opportunities for students to use technology to present knowledge and/or solve real-world problems.	Year 1

Goal 2: Cultivate Partnerships

- **Cultivate Partnerships with Teachers**

Strategy	Timeline
Provide professional development opportunities to teachers and	Year 1

school staff to introduce them to new technology that would benefit their students that could be used for collaborative projects.	
Collaborate on various projects supporting the curriculum, including research, Makerspace activities and STEAM topics to integrate technology and create interdisciplinary, project-based learning opportunities.	Year 1
Support teachers and classroom curriculum by offering print and electronic materials, and by curating and organizing additional supporting resources.	Year 1

- **Cultivate Partnerships with School/District**

Strategy	Timeline
Create a selection and challenge policy for library resources.	Year 1 PD time
Facilitate collaboration among students within schools.	Year 1
Regularly communicate with families and members of the school community about library programs and events.	Year 1
Collaboratively with Curriculum Directors refine relationship between school-wide library resources and classroom resources/libraries to maximize use of available district funds and resources.	Year 1

- **Cultivate partnerships with the Community**

Strategy	Timeline
Collaborate with DPL and local organizations on projects, events, resources.	Year 1
Advocate for our library programs and share successes.	Year 1

Goal 3: Ensure equitable access to resources and spaces

- **Ensure equitable access to resources and spaces by developing equitable sets of skills for each grade level.**

Strategy	Timeline

Support classroom teachers in the implementation of classroom curriculum.	Year 1
Integrate library curriculum with district curriculum.	Year 1

- **Ensure equitable access to resources and spaces by providing an inclusive and diverse collection**

Strategy	Timeline
Provide print books, digital resources, and hands-on learning materials that represent diverse interests, developmental, cultural, social, linguistic, and community needs and values, and support the curriculum.	Year 1
Offer Makerspace and STEAM materials for use in and out of the library.	Year 1
Provide access to, and facilitate the use of, technology.	Year 1
Reorganize elementary libraries by by genre in order to better match the classroom curriculum for ease of access to library materials.	Year 1

- **Ensure equitable access to resources and spaces by designing and implementing collaborative, flexible spaces and furnishings for all of our libraries.**

Strategy	Timeline
Develop improvement plan for all spaces.	Year 1

- **Ensure equitable access to resources and spaces at Early Childhood Education Center.**

Strategy	Timeline
Secure certified Early Childhood Library Media/Discovery Learning Specialist.	Year 1
Develop Early Childhood LMC/Discovery Center program integrated with appropriate standards and curriculum.	Year 1
Determine and secure necessary resources.	Year 1

APPENDIX A

Dedham Public School Libraries Five-Year Ad Hoc Planning Committee Overview

Purpose

The purpose of the Library Long-Range Planning Committee is to complete a five year long-range plan for the Dedham Public Schools Libraries. Completing and submitting a Long-Range Plan to the Massachusetts Board of Library Commissioners makes the district eligible to apply for any Direct Grants from the Massachusetts Board of Library Commissioners under the federal Library Services and Technology Act (LSTA) program or any state funded grants. The libraries hope to benefit from this experience by working with educational stakeholders from the schools and community to:

- Explain the library program
- Identify priorities, strengths and weaknesses
- Provide an anchor for the development of a budget
- Articulate connections with the larger organization
- Provide a blueprint for future development
- Create a clear sense of purpose
- Provide the basis for ongoing evaluation

Long-Range Plan Requirements

Although several formal planning approaches are available to libraries, no specific method is required. As outlined by the Massachusetts Board of Library Commissioners at minimum, the plan must include:

- a mission statement; an assessment of user needs;
- multiyear goals and objectives;
- an action plan for at least the first year of the multi-year goals and objectives that includes activities, with specific timeframes and/or other means for measuring progress, for achieving objectives;
- a brief description of the planning methodology;
- approval of the governing board;
- annually, by December 1 of each year, an update of the action plan for the following state fiscal year (July to June).

APPENDIX B

Ad Hoc Five-Year Plan District Library Planning Committee Agendas

Before Meeting One:
- Examine Guiding Materials
  - Library Media Center Planning (2012 Five-Year Plan and supporting documents)
  - Dedham Public Schools Strategic Plan
  - AASL Standards - Framework
  - Future Ready Librarians
- Examine vision and mission statements
  - Our District
  - Our Library Media Centers
  - Other Library Media Centers
- Draft Survey Questions

Meeting One: March 6, 4:30 - 6:30 p.m.
- Introductions
- Outline of planning process
- Sharing of Guiding Materials
- Sharing of vision and mission statements
- Sharing of survey questions and process

Between Meeting One and Two:
- Surveys performed and data collected
- Survey data shared
- Preliminary review of the surveys

Meeting Two: March 20, 1:00 - 3:00 p.m.
- Review of Meeting One
- Review results from survey and other data
- Examine Vision and Mission Statements drafts
- Examine Drafted larger goals
  - Drafted goals from guiding documents
  - How do the surveys inform goals?
  - What are potential objectives / actions?

Between Meeting Two and Three:
- Finalize draft of Mission Statement
- Develop a revised draft of goals with objectives

Meeting Three: April 4, 4:00-6:00 p.m.
- Review of of process to date
  - Present Classroom and School Libraries statement
- Review of process and presentation of the final Mission Statement
- Review of revised draft goals with objectives towards a final draft.

After Meeting Three:
- Present to governing body and submit to MBLC.

Parent Survey

1. I have students at the (check all that apply):
   a. Early Childhood Center
   b. Elementary Schools
   c. Middle School
   d. High School

2. My child uses electronic databases, research guides, library catalog or library website from home.
   a. Daily
   b. Regularly
   c. Seldom
   d. Never
   e. Not Sure

3. My child checks books out of the school library.
   a. Daily
   b. Regularly
   c. Seldom
   d. Never
   e. Not Sure

4. The books my child brings home represent different cultures and lifestyles.
   a. Strongly Agree
   b. Agree
   c. Disagree
   d. Strongly Disagree
   e. Not Sure

5. My child uses the library before/after school.
   a. Daily or almost daily
   b. More than 10 times a month
   c. Fewer than 10 times a month
   d. Seldom or Never
   e. Not Sure
   f. Library is not open before or after school

6. My child would use the library if it were open in the evening.
   a. Strongly Agree
   b. Agree
   c. Disagree
   d. Strongly Disagree
   e. Not Sure

7. My child feels welcome in the library.
   a. Strongly Agree
   b. Agree
   c. Disagree
   d. Strongly Disagree

       e. Not Sure

8. Are you aware of the Dedham Reads initiative (all town read) and/or Dedham Library Innovation team?
       a. Yes
       b. No

9. I learn about school library programs and services through
       a. Newsletters
       b. Orientation
       c. Library website
       d. My child
       e. E-mails from the school
       f. Social Media

10. Our family get our books from the
       a. School library
       b. Public library
       c. Book store
       d. Internet (eBooks, Google books)

11. Additional thoughts or comments (e.g. What is the best thing about the library? How can the library media center improve to better serve your child/ren? What questions do you have?)

Staff Survey

1. I teach at the following level/s: (check all that apply)
       a. Early Childhood Center
       b. Elementary School
       c. Middle School
       d. High School

2. My role in the district is as mainly:
       a. Administration
       b. Classroom Teacher
       c. Special Education Teacher
       d. Specialist (e.g. SLP, OT, Counselor, Music, Art, Coach)
       e. Paraprofessional

3. The library has adequate and appropriate resources to support my curriculum needs.
       a. Strongly agree
       b. Agree
       c. Disagree
       d. Strongly disagree
       e. Not sure

4. I can find books that represent different cultures and lifestyles.
       a. Strongly agree
       b. Agree
       c. Disagree
       d. Strongly disagree

e. Not sure

5. Resources for the media center are carefully chosen to reflect curriculum and student needs, and the resources are of high quality.
    a. Strongly agree
    b. Agree
    c. Disagree
    d. Strongly disagree
    e. Not sure

6. The resources in the media center are... (strongly agree, agree, disagree, strongly disagree, not sure)
    a. Easy to locate
    b. Well maintained
    c. Up-to-date

7. How many times in the last 12 months have you used the library for … (daily, weekly, monthly, rarely, never)
    a. To use a collection of resources curated by the librarian
    b. To have the librarian create a research guide (e.g. LibGuides, Library Website)
    c. Collaborated with the librarian to develop projects or units
    d. Co-taught with the librarian
    e. Encouraged students to participate in library activities (e.g. Reading Incentives such as Read to Succeed, MakerSpace, Blind Date with a Book, National Novel Writing Month)
    f. Bought a class to select books
    g. To support a group of students on a project
    h. Gone to the library for support

8. I learn about library programs and services through (check all that apply)
    a. Newsletters
    b. Faculty meetings
    c. Library website
    d. Email
    e. Conversations with the librarian
    f. Word of mouth

9. The library staff is approachable and helpful.
    a. Strongly agree
    b. Agree
    c. Disagree
    d. Strongly disagree

10. In the past 12 months, how many times have you used the following resources with your class: (daily, weekly, monthly, rarely, never)
    a. Subscription or research databases
    b. Research guides / Libguides
    c. Library catalog
    d. Library website

11. List other resources used in the library not listed above (if applicable): _____

12. Additional thoughts or comments (e.g. What is the best thing about the library? How can the library media center improve to better serve students? Questions you have?) (open ended)

Secondary Survey - Grades 6-12

1. There are enough books for pleasure and/or independent reading.
    a. Strongly agree
    b. Agree
    c. Disagree
    d. Strongly disagree

2. There are enough books and resources (e.g. databases or online research tools) for my research.
    a. Strongly agree
    b. Agree
    c. Disagree
    d. Strongly disagree

3. Does the library have books about people like me?
    a. Yes
    b. No

4. I feel welcome in the library.
    a. Strongly agree
    b. Agree
    c. Disagree
    d. Strongly disagree

5. How often have you used the library for (daily, weekly, monthly, never)
    a. Study space
    b. Computer use
    c. Independent reading
    d. Find a new book
    e. Research help from Librarian
    f. Printing
    g. Class visits
    h. Tech support
    i. *List ways you have used the library if not listed above.*

6. If the school library were re-opened in the evening, would you use it?
    a. Daily
    b. Weekly
    c. Monthly
    d. Never

7. I use the library website and/or catalog on my own.
    a. Daily
    b. Weekly
    c. Monthly
    d. Never

8. I use the subscription or research databases on my own.
    a. Daily
    b. Weekly
    c. Monthly

        d.   Never

9. Additional thoughts or comments (e.g. What is the best thing about the library? How can the library media center improve to better serve you? What questions do you have?)

Elementary Survey - Grades 3, 4, & 5

1. Can you find books that you like?
    a. Yes
    b. Most of the time
    c. Some of the time
    d. No

2. Do you enjoy reading?
    a. Yes
    b. Most of the time
    c. Some of the time
    d. No

3. I can find books about people like me.
    a. Yes
    b. No

4. Would you like to have more time in the library?
    a. Yes
    b. No

5. How often do you ask a librarian for help?
    a. Often
    b. Sometimes
    c. Never

6. What have you liked about your time in the library? (check all that apply)
    a. Makerspace, STEM or STEAM time
    b. iPads or Chromebooks
    c. Picking out books
    d. Other: _____

7. Do you use the library website or library catalog at home?
    a. Yes
    b. No

What is the best thing about the school library? (open ended)

Elementary Survey - Grades 1 & 2

1. Can you find books that you like in the school library?
    a. Yes

   b. No

2. Do you enjoy books?
   a. Yes
   b. No

3. Would you like to have more time in the library?
   a. Yes
   b. No

4. Have you ever asked the librarian for help?
   a. Yes
   b. No

5. What have you liked about your time in the library? (check all that apply)
   a. Makerspace, STEM or STEAM time
   b. iPads or Chromebooks
   c. Picking out books
   d. Story read by Librarian during library time
   e. Other: _____

6. Have you ever used the library website at home?
   a. Yes
   b. No

7. What do you like about the library? (open ended)