

Document #1 / Library Board Special Meeting
of 8/10/2011

submitted by F. Baruzzi
& M. Hart

Town of Mansfield
& Mansfield Public Schools
Shared Library Services

Town Council/Board of Education
Workshop
July 25 2011

Mansfield 2020:
Regionalism Vision Point

- Mansfield is a leader in developing regional strategies for addressing common concerns such as public works and infrastructure, public health and safety, education, economic development, transportation, natural resources, housing, health and recreation. Shared resources and expertise and other cooperative efforts lead to economies of scale, preservation of resources and improved quality of life.

Regionalism/shared services

- Conversations with area towns & COG
 - Economic development
 - Police services
 - Parks and recreation
- Shared services w/Mansfield Public Schools
 - Finance
 - Facilities management
 - Grounds
 - Information technology

Library services

- Library services – do we have an opportunity to strengthen our existing partnership and enhance both programs over time?
- Successful partnership
 - Shared librarian
 - Programs
 - Summer reading programs
 - Librarian visits to schools

Conceptual ideas to enhance existing collaboration

- Shared director
 - MLS
 - School certification
- Additional shared librarian(s)
- Consolidate technical processing
- Joint purchasing
- Joint programming
 - ESL programming
 - Transportation (using school buses)

Why should we consider these ideas?

- Turnover in key positions
- Successful collaboration to date
- Long history of shared services (finance facilities, IT)
- Periodic assessment as good management practice
- Budget concerns – what is the best structure to maintain existing services and grow over the long-term? How do we remain a “community of choice?”

Potential opportunities

- Share administration to maximize program staffing
- Facilitate communications & solidify partnership
- Additional program staff for public library
- Additional library services for schools
- Promote lifelong learning – build connections to library during early years
- Flexibility to withstand economic and budget challenges
- Enhanced town/school district relations ('one community')

Key issues

- Different but complementary missions
- Staff capacity
- Onsite supervision
- Concern that model would dilute programs and services
- Other

Next steps

- Council and MBOE consensus that Town Manager & Superintendent should investigate
- Town & district library staff to critically evaluate
- Review findings and seek input from Library Advisory Board
- Seek input from other key stakeholders
 - Friends of the Library
 - Community at-large
- Report to Council and MBOE by late September

MANSFIELD PUBLIC LIBRARY ADVISORY BOARD
Special Meeting
Wednesday, August 10, 2011 7:00 P.M.
Mansfield Public Library
Director's Office

Document # 2 /
LIBRARY BOARD special
meeting
of 8/10/2011

PUBLIC COMMENT:

My name is Linda Williams. I am a Mansfield resident, a Mansfield Library user, and, in my professional life, a library consultant for the Connecticut State Library. The requirements of my job have given me a unique view of library services, both school and public, in Connecticut.

While it is my feeling that our current library media specialist is eminently qualified to do the job, I feel this would be the wrong move for the town of Mansfield.

Despite the lack of a media specialist at every school, something that some Connecticut towns provide, we currently have an *exemplary* library media program. I am highly impressed with many features of this program. Regular booktalks, One School-One Read Programs, the summer bus program and collaborative summer reading programs are just some of the programs that I know about – and I have no children in the System. These programs are highly dependent on the *particular talents* of our current media specialist, who already does yeoman's work, more than any media specialist I know of in the state of Connecticut.

My strong reservations about this move compel me to ask this question:

What will the schools give up if the Director of the Media Program in the Mansfield schools now must handle or delegate public library duties such as:

- Creating, managing and overseeing the public library budget, including advocating for library services which may potentially be in opposition to advocating for town school services
- Managing library professional and paraprofessional staff, including recruiting and hiring, evaluating, dealing with personnel issues, etc.
- Coordinating the public library's telecommunications and IT systems, including the library's ILS (Integrated Library System).
- Creating and revising the public library's policies and procedures
- Preparing statistical and annual reports on library activity
- Working with the library advisory board, the friends group, and volunteers
- Directing the maintenance of the physical public library building

I have asked a national library consultants' listserv for examples of towns that have done this, and the responses I have received have cited none. I can provide text of those responses if asked.

I believe this move would be seriously detrimental to both our library media program and our public library. This is not right for Mansfield.

Respectfully submitted,



Linda Williams
291 Storrs Road

Document #3

LIBRARY BOARD special meeting 1
of 8/10/11

- I. Responses from Professors of Information and Library Science
- **Arlene Bielefield, J.D., Associate Professor, Southern CT State University, Information and Library Science Department.** She doesn't believe this is legal: Connecticut is a home rule state, meaning that Mansfield's Town Charter takes precedence in matters of local government; this gives residents a greater voice in the decision-making process over local issues. The section of the Town Charter describing the responsibilities and duties of the Department Head does not include schools.
§ 51-1 Title.
This chapter shall be known and may be cited as the "Town of Mansfield Library Ordinance"
§ 51-2 Department created; purpose
There is hereby created the Mansfield Library Department for the purpose of providing town library services.
§ 2-11 Department of Library Services (Mansfield Public Library)
A. Appointment of department head The department shall be headed by the Library Director, who shall be appointed by and report to the Town Manager.
B Responsibilities and duties. The department shall be responsible for:
 - (1) The coordination, administration and management of public library operations and services;
 - (2) Management of a public library collection, including departmental planning and technical decisions;
 - (3) The administration of various contracts related to departmental activities;
 - (4) Other duties as assigned by the Town Manager.
- **Kusack, James M. Professor, Southern CT State University, Information and Library Science Department**
"The proposed merger could lead to inferior service in both the school and public libraries at a potentially higher cost. It does not assure reduced expenses since it will likely result in leadership that is unfamiliar with best practices in unfamiliar institutions. It will also lead to lower levels of supervision of staff doing unfamiliar work
Consider how school librarians are trained. School librarians are part of the education system and their course of study is specified in great detail by the State Department of Education. With rare exception, school librarians are permitted only a single elective
Public librarians on the other hand have the flexibility to take courses that deal with public libraries and public library services. They can specialize in services to adults and diverse populations or children and young adults outside the school environment
They can emphasize new technologies and computer systems, many of which cost millions of dollars, used by public libraries.
At first glance, it might appear that school and public libraries are roughly similar. Similarly, it might appear at first glance that the work of a foot surgeon is similar to that of an eye surgeon. But in both cases, the training is different and the very nature of the work is dissimilar. I would not want a podiatrist to remove my cataract and I would not want a school librarian to select and supervise operation of a multimillion dollar computer system in my public library."
- **Lisa Hussey, Ph.D. Assistant Professor, Simmons Graduate School of Library and Information Science**
"I think this is not a good idea for many reasons. First of all, the public library serves the entire community, not just the school-aged children. The school librarian's first loyalties will naturally be with the school system, not with the public library. The issue of cross-migration of systems is not something to be taken lightly. You are quite correct that Follett is not a system designed for general use. Also, if you are a part of a consortium, you will have difficulty with the other libraries if you move to a different system.
I assume that this is all about cutting budgets and saving money, but in the long run all it will do is probably mean a serious cut back in public library services and,

possibly, the end of the public library altogether OR down the road they will wind up hiring a new director anyway

I think that there may be people capable of directing both, but I think that it is a huge job. In fact, in most places the opposite is happening: school librarians are let go and public libraries serve to supplement the schools "

- **Melanie Kimball, Ph.D. Assistant Professor, Simmons Graduate School of Library and Information Science**

"A merger like this can be successful, but it has to be done with buy-in from both. This is a case where the libraries should be making this very public. I'd also want a chance to talk to school library person and find out their expectations. Ask very pointed questions about adult services, about ESL programs, about all the things that school libraries really don't deal with. How are decisions to be made? How will the new director handle the reporting structure? It's not that I think the school library person is incompetent, I'm sure they're very good at their job, which is why s/he is being put in this position. It's just that school libraries deal with a very different set of expectations - including accreditations and standardized testing - that aren't as important to public libraries. School libraries have a much smaller focus, as they should, but I'd be worried about how that translates to the public library

I'd also ask about the cost of dealing with two systems. If the paraprofessional staff is expected to the processing, there are costs, including time, to learn the other system. It doesn't seem realistic to expect the public library to change its system given the consortia use.

These are my initial thoughts. Is this an issue that has had any coverage in the local media? Has this been discussed at a town meeting (or a town council meeting)?"

II. Perspective and Volume

- Percentage public library serves vs. percentage of population school serves: (Mansfield School District K – 8 1,277; Public Library ~13,000) **100% vs. 10%**
- Tech Processing: average almost 1,000 items per month

Mansfield Public Library Work Measurement Data

	FY 2006-07	FY 2007-08	FY 2008-09	FY 2009-10	FY 2010-11
Total Circulation	241,062	254,470	252,416	240,879	230,083
People Counter	88,809	94,906	93,686	91,365	83,270
Programs provided	384	436	364	372	353
Total Program Attendance	9,970	10,086	9,532	8,199	8,868
Loans to Non-Residents	51,840	54,706	51,533	51,656	53,329
Collection Size: Total	88,685	88,461	90,390	87,440	82,533

III. 'Working librarian' vs Administrator:

Percentage of programs LB did vs. total programs provided

FY 2006-07	FY 2007-08	FY 2008-09	FY 2009-10	FY 2010-11
19%	13%	9%	2%	14%

Average number of desk hours vs other staff

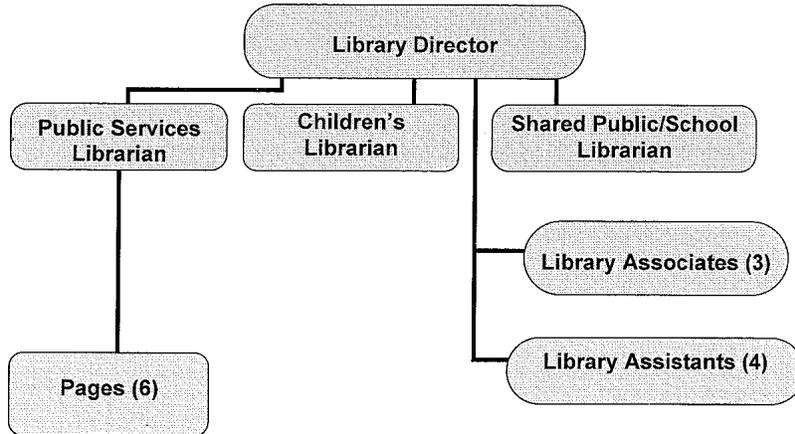
LB: 5	Library Associates:	Library Assistants:
Full time librarians: 6	13 full time	Full time: 16
Shared Librarian: 3	11 part time	Part time: 12/13

Weeding and ordering materials as % of total collection: 26% LB (adult fiction, biographies, 900's

IV. Flow chart of staff – no middle management layer; current staff is "at capacity" (analyzed by Chris Bradley, Strategic Planning 2006)

V. Public Library Director Job descriptions –

- 9 CT public libraries were reviewed with populations from 4110 to 45,000. 3 require 'working librarian' activities; 5/9 specifically requires 5 or more years in the supervision of a public library
- 3 MA public libraries; MA requires certification of the library director as a prerequisite to receive direct state aid to public libraries. The Board grants Certificates of Librarianship to applicants based on work experience, education level, or reciprocity with certification in another state, as set forth in statute and regulation, (MGL c.78 s.22-31; 605 CMR 3.01-3.06). The purpose of the Certification Program is to confirm work experience or educational background in order to insure that communities have the services of qualified library personnel



Document #4
LIBRARY BOARD Special meeting of 8/10/11

Roles and Responsibilities of Connecticut Public Libraries and School Media Centers

Public Libraries

Mission: According to Connecticut General Statutes, Section 11-24a, a public library is defined as a library that serves its residents without charging a borrower's card fee and which receives its financial support in whole or in part from local tax funds. It is a primary, information resource for the community. It also serves as a cultural and recreational resource for people throughout their lifetime. Through a planning process using documents such as the Public Library Association's *Planning for Results*, the public library will focus one or more of the following services: (from Mansfield Public Library Long Range Plan 2006 - 2011)

Priority 1 (tie)

LIFELONG LEARNING:

Addresses the desire for self-directed personal growth and development opportunities.

CURRENT TOPICS AND TITLES:

Helps to fulfill community residents' appetite for information about popular cultural and social trends and their desire for satisfying recreational experiences.

Priority 2

CULTURAL AWARENESS:

Addresses the desire of community to gain an understanding of their own cultural heritage and the cultural heritage of others

Priority 3

Commons

Addresses the need of people to meet and interact with others in their community and to participate in public discourse about community issues

NOT chosen by Mansfield Public Library Advisory Board

BASIC AND/OR EARLY LITERACY:

Addresses the need to read and to perform other essential daily tasks and prepares children to be ready to read when they enter school.

BUSINESS AND CAREER INFORMATION:

Addresses a need for information related to business careers personal finances, and obtaining employment

COMMUNITY REFERRAL:

Addresses the need for information related to services provided by community agencies and organizations

CONSUMER INFORMATION:

Addresses the need for information that impacts the ability of community residents to make informed consumer decisions and to help them become more self-sufficient

FORMAL LEARNING SUPPORT:

Addresses the needs of students who are enrolled in a formal program of education or who are pursuing their education through home-schooling to attain their educational goals

GENERAL INFORMATION

Addresses the need for information and answers to question on a broad array of topics related to work, school, and personal life

GOVERNMENT INFORMATION:

Addresses the need for information about elected officials and governmental agencies that enable people to participate in the democratic process

INFORMATION LITERACY:

Addresses the need for skills related to finding evaluating and using information effectively

LOCAL HISTORY AND GENEALOGY:

Addresses the desire of community residents to know and better understand personal or community heritage

School Library Media Centers

Mission:

To ensure that students and staff are effective users of ideas and information by:

- providing intellectual and physical access to materials in all formats;
- providing instruction and learning experiences that foster competence and stimulate interest in reading, viewing, and using information for academic and leisure purposes; and
- working with other educators to design learning strategies and experiences that meet the needs of individual students and support the curriculum goals of the instructional program

National guidelines are found in *Information Power: Building Partnerships for Learning (1998)*, published by the American Association of School Librarians and the Association for Educational Communications and Technology.

"School library media center" means a dedicated room that contains an organized (cataloged and arranged) collection of the school's print, nonprint and electronic resources. The center has space to provide services and instruction and may also serve as the telecommunications hub for the school

Public Libraries

Clientele:

- All age groups, from infants to seniors
- Individuals and groups with a wide range of information needs, literacy levels, and languages

Programs and Services:

- Open year-round morning, afternoon, evening and weekend hours
- Provides a comprehensive collection of recreational and informational materials that:
 - Are available in a variety of formats
 - Meet the needs of a wide range of age groups,
 - Are selected on the basis of patron interests and needs,
 - Are organized for convenient use by the general public.
- Telephone and electronic reference services
- Materials are selected by the library staff on the basis of the library selection policy
- Guidance for reading, viewing and listening
- Interlibrary loan through regional and statewide systems
- Outreach programs for children, older adults and other groups with special needs
- Technology services including Internet access, technology training and web access to library materials and services

School Library Media Centers

Clientele:

- Students enrolled in a school with a specific grade/age range (e.g., elementary, middle/junior high, high school)
- Teachers and administrators of a particular school

Programs and Services:

- Library media centers are generally open when school is in session during the year and for about a half hour before and after school;
- Library media centers provide a comprehensive collection of informational, educational and recreational resources that:
 - while covering a wide range of topics, focus on specific units, topics or subjects taught in the particular school;
 - are constantly changing as the school curriculum changes;
 - match the reading, viewing and general developmental levels of a particular age group;
 - are organized for easy use by students and teachers
- Library Media Specialists provide formal and informal instruction in locating, using, evaluating, synthesizing, producing and communicating information as well as direct services
- Library Media Specialists participate in curriculum planning, development, revision and implementation
- Library Media Specialists provide in-service training for staff and students
- All types of resources are selected in collaboration with teachers and administrators and with student input. Selection is guided by curriculum demands, student ability levels and interests, and the school district's selection policy.
- Library Media Specialists coordinate, plan for and implement educational technology, including Internet access.
- Students usually go to the library media center as an entire class, but at times, in small groups and as individuals
- Library media centers are used primarily for curriculum-related assignments
- Library media specialists may produce instructional resources for teachers.

Public Libraries

Structure/Governance/Connecticut Law:

- The State Library Board, through the State Library, has responsibility for planning for statewide library service for libraries other than school libraries. Connecticut General Statutes, Section 11, Chapter 188 delineates the scope of responsibility for the State Library and the State Library Board
- The local governing authority is responsible for the individual public library.

Facilities

- Furnished to accommodate a wide range of patrons, programs and technologies;
- Located at or near a community's highest density of population where it is accessible by public transportation, pedestrians and with convenient and ample parking;
- Planned as a component of the planning process with the use of the Connecticut State Library's *Library Space Planning Guide*;
- ADA compliant; and
- Provide space for services as determined by a Strategic Planning process – Community needs – accommodate a wide range of patrons, programs and technologies

School Library Media Centers

Structure/Governance/Connecticut Law:

- Local education agencies are responsible for the school library media programs in their districts. Connecticut General Statutes Section 10-221. Boards of education to prescribe rules, policies and procedures (a) Boards of education shall prescribe rules for the management, studies, classification and discipline of the public schools and, subject to the control of the state board of education, the textbooks to be used; shall make rules for the control, within their respective jurisdictions, of school library media centers and approve the selection of books and other educational media therefor, and shall approve plans for public school buildings and superintend any high or graded school, in the manner specified in this title.
- The State Board of Education has responsibility for the general oversight of school library media programs. Connecticut General Statutes Sec. 10-28a. Advice and assistance to school library media centers. The state board of education shall give to communities advice and assistance in the organization, establishment and administration of school library media centers, shall extend to school library media centers, and to the media specialist and teachers of any public school, aid in selecting and organizing library media center collections and in management of library media services and may, for the purposes of this section, visit and evaluate library media centers organized under the provision of section 10-221, and make recommendations for their improvement. Said board is authorized to purchase and organize books and other educational media to be loaned to such school library media centers, associations and individuals as the board may select
- School library media programs are guided by A Guide to Program Development: Learning Resources and Technology(1991)

Facilities:

- Facilities are located within a school building and are designed to reflect the instructional program of the school and to accommodate entire classes of students for instruction and research.
- Furnishings reflect the age and developmental level of a particular group of students
- Facilities may also include computer labs, distance learning classrooms, or television production studios.
- Because of the location within a school building, access to the library media facility by adults may be controlled or monitored during regular school hours for security reasons.

Public Libraries

Staff

No minimum of education is required by statute for work in a public library. However, the Minimum Standards recommend: Every library shall have a permanent director who holds a Master's Degree in Library Science (MLS) from an American Library Association (ALA) accredited program.

Also

The person(s) directly responsible for planning, developing, and supervising the following services shall have an MLS from an American Library Association accredited library school: Technical Services, Children's Services, and Reference/Adult/Young Adult Services

Primary responsibilities of the library director are:

- Personnel management and development
- Fiscal management
- Board relations and development
- Strategic Planning
- Administration of library policies
- Program and service development
- Management of facilities and technology

Library directors are selected by and report to the local governing authority, which may be the Board of Trustees, Town Manager, First Selectman, etc

Finance

The state makes annual grants to the state's public libraries provided the library meets the criteria specified in *Connecticut General Statutes*, Section 11-24b

The state library board makes construction grants to public libraries in accordance with the provisions of *Connecticut General Statutes*, Section 11-24c

Any public library, which is participating in the Connecticut reciprocal borrowing program, is eligible to receive state aid for services rendered to nonresidents. *Connecticut General Statutes*, Section 11-31b

The city council of a city may establish and maintain a public library and levy a tax annually on all taxable property of the city. *Connecticut General Statutes*, Section 11-32

The majority of funds for public libraries are allocated by local governments. Local tax appropriations averaged 71.8% of all income for Connecticut public libraries in FY 1999

School Library Media Centers

Staff:

- School library media specialist is a Connecticut certification endorsement. Although schools are not mandated to hire a certified library media specialist, anyone serving in that capacity in a school district must be appropriately certified
- Certified library media specialists are considered teachers and their salaries and working conditions are negotiated along with other teacher contracts
- Primary responsibilities include:
 - **Teaching** - providing formal and informal instruction to faculty and students in locating, using and communicating information and ideas with a wide range of educational materials;
 - **Consulting** - working as an instructional partner with teachers to design and deliver curriculum and units of instruction - program planning;
 - **Services** - recording television programs, interlibrary loan, creating bibliographies, database searches, etc.; and
 - **Program administration** - responsibility for planning, implementing and evaluating the library media program and maintaining a professionally-organized collection of resources that are centrally located and easily accessed

School library media specialists are hired by building or district level administrators and generally report to the school principal

School library media specialists usually are contracted for the school year, consistent with the teacher contract

Finance:

- Funds for library media programs are allocated locally and may include state, local and/or federal funds
- There is no categorical funding for school library media programs
- School library media program budgets are incorporated as part of the total school system budget
- Each town or regional school district shall be eligible to apply for and accept grants as provided in C.G.S. section 10-283 through section 10-292. Any town desiring a grant for a public school building project may, by vote of its legislative body, authorize the board of education of such town to apply to the commissioner of education and to accept or reject such grant for the town. School library media centers are one part of the school design project