

**JOINTLY OPERATED
SCHOOL AND PUBLIC LIBRARY SERVICES
IN THE SAME LOCATION:
CO-LOCATION**

A Guide to Community-Based Library Services

**Prepared by Staff of
Library Development and Services
Department of Children, Families and Learning**

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To the Users of this Guide:

The high quality of library services in Minnesota reaches the state's residents through various connections and partnerships. This guide addresses one of those collaborative approaches—co-locating a school and public library together. Other ways of libraries working together are reported, but the focus here is on co-location under existing law.

A specific law, *Minnesota Statutes* 134.195, provides a state-sanctioned process for a library jointly financed and operated by a school district and a city and gives the state requirements for co-location. This statute pertains only to locations where a municipal public library and a school media center exist in the same community. At this time most of the state's residents receive public library services from libraries organized and funded on a county or regional basis.

For those who desire to explore the arrangements under *M.S.* 134.195, the guide provides resources and ways for communities to proceed. Communities need to decide whether the co-location of school and public library services will be beneficial to them. They need to decide how they will work out the details to make the co-location relationship work.

Library Development and Services, the state library agency, with the assistance of several members of the library community have worked to produce this guide. They have taken care to address the co-location question under the law in a way that:

- responds to questions of those who wish to pursue co-location;
- gives an examination and planning process for communities to pursue;
- aids deciding whether or not to proceed with co-location;
- outlines the issues that must be resolved in order to make co-location succeed.

We expect this guide will be a basis for work on considering co-location and will be used in conjunction with the resources indicated. The state library agency wishes to keep the guide current and welcomes ideas and suggestions from those considering co-location as a way in which this guide may be improved or expanded.

Sincerely,

Joyce C. Swonger, Director

Mission Statement: Library Development and Services leads the library community in the pursuit of full and efficient library service for every Minnesotan.

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I. INTRODUCTION:

How this guide is organized and how to use it.

Organization:

- This guide contains two parts, each with its own approach, as outlined in the Table of Contents, page ii.
- The first part concentrates on the question of establishing a combined school and public library. Sections I-V respond directly step by step with a process for community-involvement to work through this question to a decision.
- A second part, the Appendices, provides additional background information on shared library services and more materials for implementation should a community decide to establish combined school and public library services.
- Reference to the Table of Contents or the See Also pointers between sections shows the overall relationship of the information and materials in these two parts.

How To Use:

- Look over the arrangement of sections from the Table of Contents or by paging through the guide.
- The guide follows a general to particular arrangement intended to be read through for anyone who so desires.
- Individual users, however, can follow the sections in the order that makes sense to them.
- The guide gives the basics, and may not address all questions of interest. Please consult the list of Resource Contacts (Appendix D) for assistance with other questions.

II. PURPOSE:

Addressing questions of joint school-public library services.

Focus of This Guide:

- The guide responds directly to the question of establishing a combined school and public library service under *Minnesota Statutes* 134.195, found in Appendix E.
- A combined school and public library is one option for organizing library service and sharing resources in Minnesota. For the framework for other options in shared services, see Appendix A.
- Library Development and Services is neutral on the question of establishing a combined school and public library. Such a question is a matter for the community and for the regional library systems that serve it presently. Therefore, this guide emphasizes a community-based approach to deciding this question.

Reasons for This Guide:

- The question of establishing combined school and public libraries occurs in communities frequently. See section IV for a list of factors that encourage co-location today. Library Development and Services, the state library agency, receives many inquiries each year on this question.
- The record on combined school and public libraries does not show many successes. Rather the history of such combinations shows a trend towards separate libraries. See Appendix B, for current and past co-locations.
- Wide community involvement and thorough planning increase the chances of successful library combinations. Failures occur because communities have not addressed and resolved pertinent issues. See Section VI, Issues to Be Addressed.
- In 1991, Minnesota established a statute that specifically provides a legal framework under which a school library media center and a public library can combine. See Appendix E.
- In 1993, the Minnesota Legislature gave to the Department (Children, Families and Learning), out of which Library Development and Services operates, added statutory responsibility for "the establishment of jointly operated library services at a single location where appropriate."--*Minnesota Statutes* 134.31.
- In responding to questions on jointly operated library services, Library Development and Services has revised and updated in this guide the packet of materials originally prepared in 1991. This format followed allows Library Development and Services to keep the guide continuously updated.

III. FACTORS RELATED TO LIBRARY LOCATION

A number of factors—such as economics, government, history—affect how libraries develop, how they are located and structured. These various factors influence the opportunities for co-location or for separate location.

Factors encouraging co-location:

The public expects all institutions it supports to use tax monies responsibly. This is especially true when the same tax base supports a school and a public library.

The public expects that its institutions will work together and avoid duplication of services.

Funders and public officials encourage examination of shared and joint facilities for cost-saving and improved "one-stop" service.

Public schools embrace a concept of community education which sees the school as the central institution for the education of all community members and encourages cooperation and coordination among educational agencies.

In some instances, school library media centers are urged to expand their programs as a means to demonstrate to the community more efficient utilization of existing educational facilities.

Traditional goal setting envisions the public library as an institution that serves the whole population, meeting the library and information needs of community members across the lifespan.

Resources to support libraries are always scarce while the need for library services increases in an age of dependency on information and on continuous learning.

The cost of technology-based information systems exceed what has traditionally been spent by schools and communities in providing library services.

When faced with the costs of building a new facility, either school building or public library, the savings of a combined facility present themselves as a cost-effective and economic alternative.

Factors encouraging separate location:

The public establishes different institutions to carry out differing missions and functions. An institution with specific functions is more clearly accountable for its activities.

School districts seldom have boundaries that are congruent with municipal boundaries.

Public libraries are more than single building locations and as part of library systems have well established, economic procedures to share resources and supplement local resources without sending library users to another location.

To meet the demand from different publics in different places, some resources need duplication where necessary.

Locating and designing libraries suited to a particular public's preferences and interests is key to satisfying need.

The out-of-school public requires a range of library resources and services not found in schools.

The needs of school age children place heavy demands on information literacy skills best learned through a program of instruction, resources, and performance-based demonstration closely related to the school curriculum.

Each institution has the responsibility of providing a standard level of service to its primary users. Libraries dedicated to fully serving their users are efficient with little dependency on other libraries.

Technologies bring another means of moving and sharing information, adding new services, increasing communication capacity, and broadening the variety of resources that meet differing information needs and ways of learning without physical co-location.

Libraries are in place with facilities that generally meet needs. Needs for new buildings may not occur for a school and public library in the same place at the same time.

IV. PLANNING: Step by step process to address questions

Feasibility of a Joint Library under *Minnesota Statutes* 134.195 (Appendix E):

1. For information and assistance, contact Library Development and Services, the state library agency, in the Minnesota Department of Children, Families and Learning.*
2. Form a Citizen Study Committee. Committee members should represent a broad cross section of the community and be appointed by the Mayor, the Library Board and the School Board. The Committee should include:

library board members, school board members, teachers, school media center staff, public library staff, regional library system representatives,* students, adult public library users and other citizens.
3. The Citizen Study Committee will keep the community informed of its deliberations and may seek community participation at critical times through an open forum or hearing.
4. The Citizen Study Committee will:
 - a. Assess the needs of the community and school population to be served.
 - b. Assess the existing resources available in the public library and school library media center.
 - c. Review the laws and rules relating to both public libraries and school media centers.
 - d. Analyze what is to be achieved by a joint library sharing the existing resources in order to serve the needs of the community and school population. Consider the services (such as: materials, programs, hours), facilities (such as space, use, location), and staff (such as: qualifications, levels, numbers).
 - e. Determine methods for providing the desired services, facilities and staff. Compare cost projections for all alternatives.
 - f. Consider issues of governance, funding and services. For details of issues to be addressed, see Section V.

*For contact information on state and regional resources, see Appendix D.

PLANNING (continued):

5. If after study, a joint library is not recommended, the Citizen Study Committee should prepare a report which recommends how the services of the school media center and public library can be strengthened and improved, including through cooperative activities. See Appendix A, Shared Services in Minnesota.
6. If after study, a joint library is recommended, the Citizen Study Committee should prepare a report which addresses all relevant issues from Section V, following, and any others. The report includes the following:
 - a. the goals of the joint library;
 - b. the recommended location for a joint library meets the requirements of *Minnesota Statutes* 134.195, Subdivision 10. See Appendix E.
 - c. recommendations for the proportion of funding to be provided by the city and school district based on criteria in *Minnesota Statutes* 134.195, Subd. 10. See Appendix E.
 - d. recommendations for services and staffing of the joint facility
 - e. recommendations for the hours of service to comply with *Minnesota Statutes* 134.195, Subdivision 10.
 - f. the critical success factors needed to evaluate whether the library has achieved its goals.
7. The Citizen Study Committee presents its report to the City Council, Library Board and School Board, and makes it available to the public.
8. Depending upon the agreement of the City Council, Library Board and School Board to the Citizen Study Committee report recommendations, these bodies proceed to the establishment of a jointly operated public library for use by school students and the public according to *Minnesota Statutes* 134.195. See Appendix E. Establishment requires:
 - a. negotiated agreement by the parties involved that stipulates the terms under which the joint library will operate;
 - b. approval of the board of county commissioners where the city is already taxed for public library service by a county.
 - c. approval of regional public library system board where the city is served by a regional public library system.
 - d. agreement adopted by resolution or ordinance of the parties, and signed Statement of Assurances. See Appendix G.

V. ISSUES TO BE ADDRESSED:

A checklist

Introduction:

A jointly operated library brings together the missions of the previously existing public library and school library media center. See Appendix C. Consequently, policies which work well for one may conflict with the policies of the other. To create a smoothly-run shared facility, the two sets of policies must be accommodated to one another. The major issues involved follow.

This list is partial. Each community will have unique circumstances which must be considered. As communities discuss and evaluate their situation, those circumstances which need special consideration will become evident. Library Development and Services welcomes notice of additional considerations which should be included in revisions of this guide.

The following issues are presented in a sequence so that some issues may not apply dependent on earlier decisions.

A checklist presentation of the issues allows marking items that have been resolved. "Boards" is a standardized term referring to the policy making bodies which will need to act in the local situation.

Governance:

___ Review *Minnesota Statutes* 134.195 (Appendix E) that allows a combined library board with appointees by the school board and by the mayor.

___ The school board and library board can maintain separate existences and govern two distinct libraries operating in the same facility. If this configuration is selected, the following issues arise:

___ Agreement for representatives from each board or the full boards to meet on a frequent schedule to discuss common concerns.

___ If representatives meet, then each board must decide on the amount of autonomy its representative(s) will have in order to act on behalf of their respective boards.

___ Develop a method of reporting back to both boards.

___ Write goals for the joint co-located facility that reflects the dual purpose and different missions of the public library and school library media center.

ISSUES (continued):

Governance:

___ Designate which staff supervise a co-located library and to which authority(ies) supervisory staff report.

___ Set hours of operation, including times when school is not in session, such as weekends, evenings, holidays and vacation periods and when school is closed due to inclement weather. For a jointly operated library, *Minnesota Statutes* 134.195, Subdivision 10 stipulates: "available for use by residents during all hours the school is in session, at least 15 additional hours each week during evenings, and on Saturdays." See further, Appendix E.

___ Determine the extent to which the library will fulfill *Standards for Minnesota Public Libraries* (1996) and the school library media profession's *Information Power* and its "Information Literacy Standards" (1998).

___ Plan for the short and long range targets that include consideration for the media center and public library missions.

Finances:

___ Identify stable revenue sources for the two libraries.

___ Provide accounting methods to determine maintenance of effort which is required under *Minnesota Statutes* 134.195, Subdivision 8 (see Appendix E) and for continuing membership in and benefits from the regional public library system.

___ Devise an equitable basis to allocate the cost of anything jointly used, such as property, service, equipment or staff.

___ Anticipate the implications to overall support and budgeting should the financial circumstances of either the city or the school district change.

Personnel:

___ The State Board of Teaching requires Library Media Specialists to be licensed; see Appendix F for the licensing rule. Criteria for all public library staff, including the director, are established by the board.

___ Determine what bargaining groups staff may belong to and what contract provisions apply to their employment.

ISSUES (continued):

Personnel:

___ Consider the retirement plans employees belong to and their continuance or replacement.

___ Assign responsibility for performance evaluation.

___ Agree upon staffing levels for school and public library services with periodic review.

___ Establish how staff members will assist with school and public clientele. Set appropriate policies for responsibilities and limits.

___ Set salaries, benefits and vacation based on pay schedules and comparable worth for public library and school media center services. Consider the extent of cross-over duties when deciding.

___ Recognize differences due to union and non-union membership that may apply.

___ Implement cross-training if staff assigned to the public and to students are each to assist patrons regardless of status.

___ Consider background checks for staff. *Minnesota Statutes* 123B.03 requires school districts to conduct a criminal history background check on all school personnel.

Conflict Resolution:

___ Develop a process for conflict resolution which may call for a mediator or arbitrator to resolve issues between boards or staffs arising from co-location.

Separation or Discontinuation:

___ Include notification and timetable requirements in a joint operations agreement should one or both parties decide to separate or discontinue.

___ Set procedures to identify and allocate any items, property or other assets jointly acquired or owned should the parties decide to separate or discontinue.

___ Decide obligation to staff for future employment and continuation of pay, benefits and job classification should the parties to a jointly operated library separate or discontinue.

ISSUES: (continued)

Collection and Materials Development and Services:

____Decide the extent to which the collections of co-located libraries can be integrated. *Minnesota Statutes* 134.195, Subdivision 10 requires that a jointly operated library "be available for use by residents during all hours the school is in session." Space considerations and physical layout of the library may dictate arrangements.

____Determine priority use of equipment, materials and services by teachers, students and the public when school is in session.

____Distinguish between reserve materials for class assignments and similar materials available for use by the public.

Access to Materials:

____Deliberate and set policies related to freedom of information as informed by the *Library Bill of Rights* and other related guides.

____Develop Internet acceptable use policy for students and the public.

____Establish loan policy of school owned materials that the public wants to borrow or are requested through interlibrary loan.

____Select and prepare for methods of cataloging and catalog access to collections including participation in union or regional catalogs.

User Requirements:

____Identify geographic service area to accommodate the differing administrative boundaries of a city and school district.

____Determine how eligible users of the library shall be determined, how they will be registered, and what identification or borrowing information they need to have.

____Determine how borrowing privileges of an individual who has outstanding obligations as a student or resident will affect their use under the other status.

ISSUES (continued):

Security and Safety:

____Secure the school building beyond the library from non-students. See Appendix I for Facilities.

____Ensure that students and non-students using the co-located library feel at ease with one another.

____Assign responsibility for supervision of students in the library while school is in session.

Appendix A: Shared Services in Minnesota: A review of what exists.

- Libraries are based on sharing in that they pool resources for many people and provide access beyond what individuals could have on their own.
- Libraries have long realized that no separate library is complete, not even the largest. Since late in the 19th century, libraries have shared their resources with one another through interlibrary loan, shared cataloging records, jointly operated projects, and common professional aims.
- Libraries at all levels are free to associate with one another, form partnerships, or contract for services with one another.
- Libraries on the local level, especially public and school libraries, work together. Some of these collaborative efforts include:
 - coordinating summer reading programs so that schools know what students have accomplished to practice and retain reading skills;
 - jointly sponsored public events, such as “Night of a Thousand Stars” during National Library Week;
 - jointly sponsored promotional events, such as upper elementary, middle school, and junior high participation in Maud Hart Lovelace Award reading and voting;
 - local associations for sharing information, ideas, best practices and mutual support;
 - helping one another with referring users and their questions for answers and other resources.
- Libraries on the regional level have well established, state-sponsored multi-county systems for partnering and sharing resources.
- Twelve regional public library systems provide a number of supporting services for local library outlets, including bookmobiles, in their regions. More than 99% of the state’s population lives in areas served by regional public library systems.
- Schools and regional public libraries have joined together in clusters for state sponsored telecommunications access. Cluster participation achieves technical assistance, cost savings, and other opportunities for partnership.

- Minnesota's regional public library systems are Gateway libraries to the state's developing online catalog and information system, MnLINK. In the metropolitan region, 9 member county and city public members are Gateway libraries. Many of these Gateway libraries with state support have provided opportunities to add school media center records to their union catalogs.
- All types of Minnesota libraries (approximately 2,000) join together in 7 regional multitype library cooperation systems. Multitype systems have the common goal of enhancing through collaboration the capacity of member libraries to serve their own users. This state-sponsored program funds the overhead costs of libraries joining together for mutual benefit including the following areas.:

Sharing human expertise and library resources among members;

Sharing information and keeping up-to-date through a face-to-face, print and electronic communications;

Delivering services and resources to participating member libraries;

Fostering participation in regional database development;

Bringing libraries together to identify needs and gaps in the region and plan for improved library services in the region.

Organizing and providing opportunities for continued staff learning and development.

- As part of its administration of the federal Library Services and Technology Act, the state library agency encourages competitive applications for collaborative projects and projects that reach beyond the local level.

School media centers are eligible applicants through working with their regional multitype and public library systems.

Five \$10,000 grants are made available each year for libraries in the same community to develop new models of library cooperation or partnerships.

- For other options and profiles of partnerships, See Appendix J: Bibliography.
- For other assistance, See Appendix D: Resource Contacts; also See the Resources of the CFL Library.

Appendix B: Minnesota Co-located School-Public Libraries Current and past co-locations.*

Currently in Existence:

Comfrey Pipestone

Formerly in Existence:

Austin	Monticello
Barnum	Montevideo
Bayport	Morris
Becker	Mound
Biwabik	Mountain Iron
Bloomington	Mountain Lake
Cass Lake	New Ulm
Chatfield	Orono
Cokato	Pine Island
Crookston	Pine River
Crystal Bay	Princeton
Eden Prairie	Redwood Falls
Edina	St. Louis Park
Fairmont	St. Paul
Faribault	Sauk Centre
Fergus Falls	Sauk Rapids
Glen Lake	Shakopee
Glenwood	Virginia
Hastings	Wabasha
International Falls	Wadena
Keewatin-Nashwauk	Warren
Long Prairie	Waseca
Madison	Willmar
Melrose	Zumbrota
Minneapolis	
Minnewashta	

Plus where the community/school name are not given:

31 in Pennington County
24 in Ramsey County
9 in Stearns County
2 in Todd County

*From statistical reports filed with the Department of Children, Families and Learning (formerly Department of Education) and published in *Minnesota Libraries*.

Appendix C: Public Library/School Library Media Center Relationships

The following statement on Public Library/School Library Media Center Relationships is a basic description of existing relationships between the two types of libraries in Minnesota. It informs those not in the field on the characteristics of the two types.

The statement stems from previous statements over the last 40 years. This statement is a revision and updating of a statement last adopted by the Minnesota Educational Media Organization and the Minnesota Library Association in 1991.

These professional organizations continue to advocate that the public at large and school age learners are best served by libraries dedicated to their needs and interests. Additionally, the library associations recognize the difficulties of successful school-public library combinations and call for community-based examination and resolution of the many issues involved in such efforts when communities consider co-location.

Library Development and Services, which is the state library agency in the Department of Children, Families and Learning, facilitated this revision. Members of the library community had a great deal of interest in the revision, represented by the following:

Minnesota Educational Media Organization:

Judy Arnold, Fridley High School (MEMO Past-President)

Lars Steltzner, Valley Crossing Community School (MEMO Past-President)

Minnesota Library Association Public Library Division:

Melissa Brechon, Carver County Library (formerly Austin Public Library)

Gretchen Wronka, Hennepin County Library

Council of Cooperating Libraries (Multitype Library Cooperation Systems):

Joan Larson, Northern Lights Library Network

Lucy Lowry, South Central Minnesota Interlibrary Exchange

Mary Treacy, (formerly with Metronet)

Council of Regional Public Library System Administrators:

Bob Boese, East Central Regional Library

Peg Werner, Viking Library System

Library Development and Services:

Bruce Pomerantz

Roger Sween

Joyce Swonger, Director

John Christenson, Traverse des Sioux Library System, who with Lucy Lowry has had considerable experience in working with communities considering co-location, also assisted in the revision.

PUBLIC LIBRARY/SCHOOL LIBRARY MEDIA CENTER RELATIONSHIPS

Adopted by the Minnesota Educational Media Organization, May 13, 2000,
and the Minnesota Library Association, March 23, 2000.

I. POLICY STATEMENT

School library media centers and public libraries are deeply committed to education and to the provision of quality service to their users. The primary mission of the school library media center is to support the curriculum of the school. The mission of the public library is to be an information resource to people throughout their lives. Both institutions share the common goal of providing access to information in all formats in order to meet the needs of their users. Cooperation in attaining this goal is a priority of both institutions and has been ongoing for many years through mutual planning and joint efforts in the sharing of appropriate resources.

The curricular and information needs of students are best met when school boards support strong school library media services. The information needs of the public are best met when state, county and city governments adequately support strong public library services. Neither institution is equipped by mission, staff training, or resources to fulfill the function of the other.

History, research and experience has shown that everyone is best served when both public libraries and school library media centers are well established with well-supported separate programs. Merging the two different types of libraries into one of several possible configurations requires resolution of complex matters concerning responsibility, rules, charge, scope of services, materials and finances. These issues must be thoroughly examined and resolved by the governing boards, library staffs, and the community.

II. DEFINITIONS

The following terms have been used to describe school/public library relationships:

CONSOLIDATED SCHOOL LIBRARY MEDIA CENTER/PUBLIC LIBRARY: a library serving as both a school library media center and public library which is totally governed, funded, and operated by a single legally constituted administrative jurisdiction (e.g., either a city or county public library or a school district).

JOINT USE SCHOOL LIBRARY MEDIA CENTER/PUBLIC LIBRARY: a library serving as both a school library media center and public library which is governed, funded and operated by two or more legally constituted administrative jurisdictions operating in a common space, but staffed distinctly by employees of both agencies serving their respective clientele and addressing their respective missions.

SHARED FACILITY LIBRARY: a library most frequently a public library, which shares a common roof with other agencies (e.g., city or county government, courts, retail stores, etc.), but has its own space dedicated solely for that library's purpose.

LIBRARY COOPERATION: Planned activities and efforts mutually carried out by two or more libraries in a community or area. Examples include sharing materials, sharing delivery systems, joint continuing education for staff, etc.

III. BACKGROUND

This document has been developed in response to renewed interest in and questions about school library media center/public library relationships. This interest has most often come about because of a desire for cost effectiveness, government efficiency, and expanded services. Computers now provide access to other libraries' materials, thereby electronically merging the collections. Still, there is a difference between a technological merge and a physical combination.

The Minnesota public school system, in order to implement the graduation standards, is undergoing transition through restructuring to resource-based and results-based education. Choice, open enrollment, and consolidation are further changing the face of Minnesota schools. Through community education programs, schools have expanded their student clientele to include preschoolers and adults. Many schools are extending their hours into evenings and weekends to accommodate the needs of their K-12 and community education students and staff.

The public library must meet the informational, self-education, and recreational needs of more and more people of all ages who rightfully expect the most effective and efficient services. Increasingly, adults use public libraries for training for new careers, non-traditional post-secondary students studying off-campus substitute the public library for the academic library, parents home-schooling their children rely upon the public library as do students in technical colleges and other schools with no library media centers. Public libraries are reaching previously underserved parts of the population, including new immigrants. These increased public library services have been achieved through widespread consolidation of libraries in county and multi-county library systems.

Some governments and school officials see consolidating school library media centers and public libraries as a cost saving measure. In reality, research shows that the only cost savings may be in some initial physical facility costs; no research since the comprehensive surveys of Aaron, 1980 and Woolard, 1980 contradicts their findings, and recent literature continues to focus on the savings in building costs (Paladino, 1999). The following parallels for school and public libraries compares their features, both similarities and differences. Other literature is available on other possibilities for cooperation and sharing between types of libraries.

IV. DESCRIPTION: ROLES AND RESPONSIBILITIES

This section describes the major emphases of the public libraries and school media centers and demonstrates their responsibilities.

PUBLIC LIBRARIES

MISSION

To be an informational resource for all people throughout their lives by:

- providing information on a spectrum of subjects to enrich individuals and community life;
- promoting the intellectual and economic vitality of the community;
- aiding the individual in the pursuit of learning;
- providing all age groups with materials for the creative use of leisure;
- providing diverse information and opinion on public issues to help citizens in fulfilling their democratic responsibilities;
- promoting literacy and lifelong learning.

CLIENTELE

General population, all ages: families, students, business people, community organizations, hobbyists, adults and children with special needs.

Citizens who are too remote or institutionalized and who are best served through delivered services.

PROGRAMS AND SERVICES

Open, within financial limitations, to provide twelve month service throughout the week at different times of the day.

Always open to the general public during operating hours.

Used for multiple purposes including recreational, professional, personal, business, and learning related.

Some service provided outside of the building, e.g., bookmobiles, deposit collections in nursing homes, jails, etc., plus mail-a-book and homebound programs.

Provides information and library materials directly to user.

Provides guidance in reading, listening and viewing in response to the user.

Provides telephone reference services.

Provides technology to access electronic resources.

Provides reference services to persons in the library and those who communicate their questions from off-site.

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 learning experiences that encourage students to become discriminating consumers and skilled creators of information;
- working with other educators to design learning strategies to meet the needs of individual students;
- supporting the curriculum and instructional program of the school

CLIENTELE

Enrolled students, grades K-12, teachers, administrators, other school staff.

People enrolled in community education classes.

PROGRAMS AND SERVICES

Open when school is in session - generally 9 months a year, up to 7 hours/day.

Controlled access

- classes scheduled into facility (average class size 20-40) either with a teacher or without the teacher
- individual use with teacher permission
- individual use before and after school

Used primarily for curriculum-related class assignments.

All services provided within the building.

Provides instruction in accessing, analyzing and producing information, as well as providing direct service to students and teachers.

Provides guidance in reading, listening and viewing on a planned basis.

May or may not have a telephone.

Participates in curriculum development.

Provides for in-service program relating to information and technology.

Provides a comprehensive collection of informational, educational, and recreational resources that:

- includes information representing all subjects and meeting community interests;
- includes a variety of formats such as books, periodicals and projected and electronic resources;
- often includes collections which rotate among library buildings to provide for optimum use of high demand and popular materials;
- includes equipment necessary to use resources in a variety of formats;
- is organized for convenient use by the general public;

-is supplemented from regional, state, and national networks.

New materials are evaluated and selected by the library staff on the basis of reviews and input from the public. Keeping with the spirit of the Library Bill of Rights, the Freedom to Read and Freedom to View statements, all library materials are available to all users.

Provides technology to access electronic resources.

Provides reference resources and services.

Provides automated catalogs and circulation system, which are part of a system that connects many public library buildings so that the holdings of more than one library building can be searched from any library.

STRUCTURE/GOVERNANCE/MINNESOTA LAW AND RULES

In 1998, there were:

133 public library administrative units (14 in metro, 119 in greater Minnesota) which operated: 360 library buildings/outlets, (103 in metro, 257 in greater Minnesota) and 17 bookmobiles (3 metro, 14 greater Minnesota).

Defined in law as "any library that provides free access to all residents of a city or county without discrimination, receives at least half of its financial support from public funds and is organized under the provisions" of M.S. 134. It does not include libraries such as law, medical, school and academic libraries organized to serve a special group of persons, or libraries organized as a combination of a public library and another type of library." (M.S. 134.001, Subd.2)

The Commissioner of the Department of Children, Families and Learning makes, amends or repeals rules only under specific authority and consistent with Administrative Procedures in M.S. 14. (M.S. 127A.66, Subd.2)

Provides a comprehensive collection of informational resources that:

- is focused on courses, units and lessons that are part of the school's curriculum;
- includes a variety of formats such as books, periodicals and projected and electronic resources;

- includes equipment necessary to manage, produce and use resources in a variety of formats;
- is organized to provide maximum access to students. Special reserve collections are set aside for specific courses as the need arises;
- is constantly changing to meet current curriculum needs;
- is supplemented from regional, state and national networks.

In collaboration with teachers, administrators and students, media personnel evaluate and select all types of resources and equipment in accordance with a school board-adopted selection policy;

Provides educational technology including electronic and non-electronic resources and equipment;

Promotes implementation of developing educational innovations and technologies;

Produces instructional resources for teachers.
Provides reference resources and services.

Provides automated catalogs and circulation systems that usually include the collection of just one school

STRUCTURE/GOVERNANCE/MINNESOTA LAW AND RULES

In 1997-98, there were:

351 school districts (70 in metro, 281 in greater Minnesota) which operated: 1,546 school buildings (594 in metro, 952 in greater Minnesota).

Schools have the assigned responsibility to meet the needs of the students by cooperating with parents and legal guardians to develop the students' intellectual capabilities and lifework skills in a safe and positive environment. (M.S. 120A.03)

The Commissioner of the Department of Children, Families and Learning makes, amends or repeals rules only under specific authority and consistent with Administrative Procedures in M.S. 14. (M.S. 127A.66, Subd.2)

"The governing body of any city or county may establish and maintain public library service for the use of its inhabitants." (M.S. 134.20, Subd.1)

"Two or more counties or two or more cities located in two or more counties may, through action by their governing bodies under section 471.59, establish and maintain a regional public library system..." (M.S. 134.20, Subd. 1)

"When public library service is established . . . the mayor of the city, with the approval of the council for a city library or the board of commissioners for a county library, shall appoint a board of five, seven or nine members from among the residents of the city or county." (M.S. 134.09, Subd. 1)

"The agreement establishing a regional public library system shall provide for a library board to govern the organization having all the powers and duties of city and county library boards..." (M.S. 134.20, Subd. 2)

"The library board shall adopt bylaws and regulations for the government of the library . . . , shall have exclusive control of the expenditure of all money collected for or placed to the credit of the library fund . . . , shall appoint a qualified library director and other staff as necessary, establish the compensations for employees . . . , may purchase grounds and erect a library building . . ." (M.S. 134.11, Subd. 2)

FINANCE

Funds specifically designated for libraries: local, primarily property tax funds, from cities and counties (84.4%), state funds (7.9%), federal funds (.9%), and other sources (6.8%)—1998.

State funds are allocated to regional public library systems according to a statutory formula that takes into account population, area, and tax capacity plus a basic amount per system.

City councils and county commissioners determine local support. To participate in state aid programs, local governments must provide a minimum level of local support and must maintain the level provided in the second preceding year.

Library Boards determine how the library funds will be spent. Expenditures averaged \$28.13 per capita in 1998. The range of local per capita support was \$3.16 to \$133.49.

STAFF

No state-mandated minimum level of education is required to work in a public library.

Regional public library administrators are required to have two years of public library administrative experience and have a master's degree in library science from a library education program accredited by the American Library Association.

The care, management, and control of independent districts is vested in boards of directors. (M.S. 123B.09, Subd. 1)

Every school district may provide library facilities according to standards of the Commissioner of the Department of Children, Families and Learning. (M.S. 123B.02, Subd.9)

[Mn Rules 3500.710 which defined and described school library media programs was repealed by 1993 *Laws of Minnesota*, Ch.224, Art.12, Sec.39&41, effective August 1, 1996]

FINANCE

Funds from school district revenues, locally levied by school boards (43%), state funds (53%) and federal funds (4%).

State funds are allocated to school districts on a per pupil unit basis.

Funds for library media programs are allocated locally by school board, administrators, teachers and staff. No minimum or specific levy or level of support is required for school library media centers.

Individual library school media specialists in consultation with teachers and administrators determine how funds will be spent.

STAFF

Minnesota Rules mandate that library media professionals are licensed. Effective September 1, 2001 rules require library media specialists to have grounding in educational foundations common to all teachers as well as work in the competency areas required to delivery school media services. These areas include:

-knowledge of the psychology of children and young adults and of learning theory

-training in the philosophy, objectives, content, methods and evaluation procedures of an instructional program

In statutory cities, counties, and regional libraries, the director of the public library is hired by, reports to and is evaluated by the board of trustees. In charter cities, where ordinances provide for other reporting authority than a library board, those provisions prevail. Other staff are generally selected by, report to and are evaluated by their immediate supervisor or the director.

Key roles include:

- 1) public administrator (community assessment and planning, finance, budgeting, management and personnel, marketing, promotion, etc.);
- 2) information specialist, who provides general and personalized assistance to satisfy varied needs and interests among the public;
- 3) readers' advisor, who learns individuals varied reading interests and suggests additional authors and titles they are likely to enjoy;
- 4) subject specialist, such as children's librarian, audio-visual specialist, etc.

FACILITIES

Located at or near the center of highest density of daily activity of the community and near such facilities as post offices and retail stores. May be located in or with other public buildings.

Located on a primary street, preferably at an intersection.

Accessible to pedestrian traffic in the area.

With convenient parking and convenient public transportation in cities where available.

Non-public entrance designed for frequent delivery of library materials.

Designed to facilitate the use by many types of users: preschool children, business people, browsers, independent learners and researchers, serious scholars, etc. as well as persons attending programs, obtaining tax forms, or using photocopies, rest rooms, etc.

-competencies in the evaluation, selection, organization and use of print and audio-visual materials and in organizing and administering the programs in which these materials are used.

Staff in media centers are hired by building and district level administrators.

Key roles include:

- 1) information specialist, who provides access to information and ideas by assisting students and staff in identifying information resources and in interpreting and communicating educational content;
- 2) teacher, who provides formal and informal instruction to students and teachers in information skills, production of materials, and use of information and instructional technologies;
- 3) instructional consultant, who works with other educators to design learning strategies to meet needs of individual students as well as assists school-wide planning of curricular and instructional activities.

FACILITIES

Centrally located library media facilities within school with sufficient space to accommodate a variety of learning activities and to house existing and emerging technologies.

In practice, access to school buildings is often controlled for purposes of security and requires signing in at an administrative office before entry is authorized.

Designed to reflect the instructional program of the school.

Arranged to encourage use of various media, facilitate inquiry, motivate students to use materials and services necessary for learning, and provide design flexibility necessary for new technologies.

V. CURRENT COOPERATIVE RELATIONSHIPS/ACTIVITIES IN MINNESOTA

Since 1979, the state of Minnesota has officially encouraged and financial supported cooperation between all types of libraries through the multitype library cooperation program (*Minnesota Statute 134.351*). The state organized into seven cooperative systems. These systems meet and exceed all standards articulated in *Standards for Multitype Library Cooperative Organizations* (Association of Specialized and Cooperative Library Agencies, 1990).

Currently 2,000 local library and information outlets in academic, public, school and special libraries participate in this program.

Cooperating libraries at both the local and regional levels have accomplished and continue to accomplish the following:

Share their knowledge and expertise with one another through improved inter-agency communication, workshops and other meetings.

Develop procedures to bring the benefits of interlibrary loan, reference referral and other forms of resource sharing to a large number of users who previously did not have convenient access to these services.

Develop delivery systems to support the exchange of materials and information within their regions.

Keep library and information workers informed of developments within the library information media community and provide numerous opportunities for upgrading skills and keeping current with change.

Promote the widespread use of technical standards so that contemporary develops in library automation, including the state initiative in MnLINK, will be long term, compatible and open to future improvements.

Include libraries of all types in regional databases and link them statewide.

Demonstrate the feasibility of new services, especially among new technologies in telecommunications and integration of technology into library services.

Develop the principal communication system for reaching all members of the library, information and media community throughout the state.

Provide mechanisms for further assessment of needs and development plans.

Appendix D: Resource Contacts for Planning: Local, regional and state

The places to start when a community considers combining their school and public libraries are the local public and school libraries. Staff of these libraries are the people in the community most informed about their services and the users of their services. They need to be involved in all further planning. They are also the ones who identify their corresponding regional public library systems—the public library system and multitype library cooperation system to which they belong. In some cases a county system or two-county system may also be involved.

Where local staff may not have had previous involvement in working with questions of jointly operated services, regional system directors and other system staff work with a number of libraries in various communities and have a broader range of experience including cases where communities have considered co-location.

Regional Public Library Systems

(Ask to talk to the Director.)

Arrowhead Library System
701 - 11th Street North
Virginia, MN 55792
218-741-3840; FAX: 218-741-3519

Northwest Regional Library
210 LaBree Avenue North
Thief River Falls, MN 56701
218-681-1066; FAX: 218-681-1095

East Central Regional Library
244 South Birch Street
Cambridge, MN 55008-1588
763-689-7390; FAX: 763-689-7389

Pioneerland Library System
410 West Fifth
Willmar, MN 56201-3298
320-235-6106; FAX: 320-214-0187

Great River Regional Library
405 St. Germain
St. Cloud, MN 56301-3697
320-650-2500; FAX: 320-650-2501

Plum Creek Library System
PO Box 697
Worthington, MN 56187-0697
507-376-5803; FAX: 507-376-9244

Kitchigami Regional Library
403 Barclay Av - PO Box 84
Pine River, MN 56474-0084
218-587-2171; FAX: 218-587-4855

Southeast Libraries Cooperating
2600 19th Street NW
Rochester, MN 55901
507-288-5513; FAX: 507-288-8697

Lake Agassiz Regional Library
118 S 5th Street - PO Box 900
Moorhead, MN 56561-0900
218-233-3757; FAX: 218-233-7556

Traverse des Sioux Library System
110 South Broad Street - PO Box 608
Mankato, MN 56002-0608
507-625-6169; FAX: 507-625-4049

Metropolitan Library Service Agency
1619 Dayton Av, Suite 314
St. Paul, MN 55104
651-645-5731; FAX: 651-649-3169

Viking Library System
204 North Cascade - PO Box 717
Fergus Falls, MN 56538-0717
218-739-5286; FAX: 218-739-5287

JOINTLY OPERATED SCHOOL AND PUBLIC LIBRARY SERVICES IN THE SAME LOCATION: CO-LOCATION
A Guide to Community-Based Library Services. May 2000. D:1

Multitype Library Cooperation Systems

(Ask to talk to the Director.)

St. Cloud, MN 56301
320-255-2950; FAX: 320-654-5131

Central Minnesota Libraries Exchange

St. Cloud State University CH61

Metronet

1619 Dayton Ave., Suite 314
St. Paul, MN 55104
651-646-0475; FAX: 651-646-3169

North Country Library Cooperative

Olcott Plaza, Suite 110
820 North 9th Street
Virginia, MN 55792
218-741-1907; FAX: 218-741-1907

Northern Lights Library Network

P. O. Box 845
Alexandria, MN 56308
320-762-1032; FAX: 320-762-1032

**Southcentral Minnesota Inter-Library
Exchange (SMILE)**

110 South Broad Street - P. O. Box 3031
Mankato, MN 56002-3031
507-625-7555; FAX: 507-625-4049

Southeast Library System

2600 19th Street NW
Rochester, MN 55901
507-288-5513; FAX: 507-288-8697

**Southwest Area MultiCounty MultiType
Interlibrary Exchange (SAMMIE)**

BAC 282
Southwest State University
Marshall, MN 56258
507-532-9013; FAX: 507-532-2039
1-800-788-6479 - Toll-Free

State Library Agency:
Library Development and Services

Communities exploring co-location questions may also call upon the consulting staff of the state library agency, its library and other information resources.

Library Development and Services

Department of Children, Families and Learning
1500 Highway 36 West
Roseville MN 55113-4266

Office: 651-582-8722; FAX: 651-582-8897

Library: 651-582-8719; FAX: 651-582-8898

<http://cfl.state.mn.us/library/libdev.htm>

JOINTLY OPERATED SCHOOL AND PUBLIC LIBRARY SERVICES IN THE SAME LOCATION: CO-LOCATION
A Guide to Community-Based Library Services. May 2000. D:2

Appendix E: Pertinent Minnesota Laws

MINNESOTA STATUTES (1999).

134.195 Library operated by city and school district.

Subdivision 1. Establishment. A school district and a city that has established a public library under sections [134.07](#) and [134.08](#), by ordinance or resolution, may jointly finance and operate a public library for use by school students and the public. If the city is already taxed for public library service by a county, approval of the board of county commissioners is required. If the city is served by a regional public library system, approval of the regional public library system board is required. Public library service established under this section may be discontinued by action of the city council or the school board upon one year's notice to the other party.

Subd. 2. Appointment of joint library board. The ordinance or resolution shall establish a library board of five, seven, or nine members and shall state the number of members to be appointed by the mayor, with the approval of the city council, and the number of members to be appointed by the school board. One member of the city council and one member of the school board shall be appointed to the library board. The remaining members of the library board may not be members of either the city council or the school board. Board members shall be residents of the city or the school district.

Subd. 3. Board terms of office. The terms of office for board members shall be established according to section [134.09](#), subdivision 2.

Subd. 4. Removal of board members. The mayor, with the approval of the council, or the school board may remove for misconduct or neglect any member it has appointed to the library board.

Subd. 5. Abolishment of board. Upon recommendation of a majority of the library board established under subdivision 2, the city council and the school board may abolish the library board provided that the city council and the school district shall immediately establish, by ordinance or resolution, a successor library board of five, seven, or nine members. The appointment of successor board members shall be as provided in subdivision 2 and the terms shall be as provided in subdivision 3.

Subd. 6. Board vacancies and compensation. The library board president shall report a vacancy on the board to the appointing authority who shall fill the vacancy by appointment for the unexpired term. Library board members shall receive no compensation for their services but may be reimbursed for actual and necessary travel expenses incurred in the discharge of library board duties and activities.

Subd. 7. Powers and duties of board. Except as provided in subdivision 9, the library board has the powers and duties set forth in section [134.11](#), subdivision 2.

Subd. 8. Funding. The ordinance or resolution establishing the library shall provide for joint financing of the library by the school district and the city. The city shall provide at least the minimum dollar amount established in section [134.34](#), subdivision 1. The school district shall provide money for staff and materials for the library at least in proportion to the use related to curriculum, as determined by the circulation statistics of the library. Neither the city nor the school district shall reduce the financial support provided for operation of library or media services below the level of support provided in the preceding year.

Subd. 9. Contracts. The library board may contract with the school board, the regional library board, or the city in which the library is situated to provide personnel, fiscal, or administrative services. The contract shall state the personnel, fiscal, and administrative services and payments to be provided by each party.

Subd. 10. Criteria. Public library services established according to this section, including materials, programs, equipment, and other public library services, whether located in an elementary or secondary school building or elsewhere, shall be available for simultaneous use by students and residents of the area. If public library services are located in an elementary or secondary school building, a separate entrance, accessible from the outside of the school building, shall be provided for use by the residents. The library shall meet all requirements in statutes and rules applicable to public libraries and school media centers. A media supervisor licensed by the board of teaching may be the director of the library. The library shall be centrally located in the community and available for use by residents during all hours the school is in session, at least 15 additional hours each week during evenings, and on Saturdays. When school is not in session, the library may reduce its hours to maintain at least the average number of hours each week of other public libraries serving its population size. The library shall have telephone service that is separate from the telephone service for the school. Public parking, restrooms, drinking water, and other necessities shall be easily accessible to residents.

HIST: 1991 c 265 art 10 s 3; 1994 c 647 art 10 s 2

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Appendix F: Licensing Rule for Minnesota School Library Media Specialist

Board of Teaching
Adopted Permanent Rules Relating to Teacher Licensing

8710.4550 LIBRARY MEDIA SPECIALISTS.

Subpart 1. Scope of practice. A library media specialist is authorized to provide to students in kindergarten through grade 12 instruction that is designed to provide information skills instruction, to collaborate and consult with other classroom teachers for the purpose of integrating information skills and technology tools with content teaching, and to administer media center operations, programming, and resources.

Subp. 2. Licensure requirements. A candidate for licensure as a library media specialist shall:

- A. hold a baccalaureate degree from a college or university that is regionally accredited by the association for the accreditation of colleges and secondary schools;
- B. demonstrate the standards for effective practice for licensing of beginning teachers in part 8710.2000; and
- C. show verification of completing a Board of Teaching preparation program approved under part 8700.7600 leading to the licensure of library media specialists in subpart 3.

Subp. 3. Subject matter standard. A candidate for licensure as a library media specialist must complete a preparation program under subpart 2, item C, that must include the candidate's demonstration of the knowledge and skills in items A to E.

- A. A library media specialist develops and implements an information media program that reflects the vision, mission, and goals of the school. The specialist must:
 - (1) identify and apply current educational research, theory, and practice;
 - (2) use a research and knowledge base to determine the role of information media; and
 - (3) collaborate in developing short-range and long-range plans for the information media program.

B. A library media specialist develops and implements an information media program that is an integral part of the total curriculum. The specialist must:

- (1) participate in curriculum development with teachers across grade levels and disciplines;
- (2) plan and conduct a sequential integrated program of instruction in the use of information;
- (3) collaborate with teachers of early childhood through adult students to design, implement, and assess learning activities to meet specific learning objectives;
- (4) guide students in locating, processing, critically evaluating, and communicating information and to assess the processes and products of the learning;
- (5) provide reading, viewing, and listening guidance appropriate to the students' interests, goals, needs, and abilities;
- (6) provide leadership and staff development in effective use of technologies, strategies, and resources;
- (7) assist teachers in the selection and evaluation of resources;
- (8) consider the developmentally appropriate level, format, and curricular objectives in the design and production of media; and
- (9) formulate and conduct student learning activities that integrate the use of information media tools.

C. A library media specialist develops and implements information media program policies and procedures consistent with principles of professional practice and appropriate to the mission and goals of the school and district. The specialist must:

- (1) monitor needs, usage, and trends to structure and justify program budgets;
- (2) administer program budgets in a fiscally sound manner;
- (3) develop a collection based on curriculum and learner needs;
- (4) acquire, process, organize, maintain, circulate, and inventory resources;
- (5) identify and acquire resources beyond the media center to expand information access;
- (6) identify personnel needs and supervise personnel;
- (7) consult and participate in the planning of the media center facility;
- (8) consult and participate in the design of school facilities so that learning technologies can be used;
- (9) evaluate program, facilities, and resource collections;
- (10) develop and monitor information technology policies and procedures to protect constitutional and statutory rights; and
- (11) establish and maintain a learning environment in the media center.

D. A library media specialist initiates and maintains motivating environments that foster the continued professional growth of the learning community. The specialist must:

- (1) model and teach responsible and ethical access to and use of information;
- (2) interpret and promote the information media program;
- (3) disseminate pertinent information about educational and technological trends and legal developments; and
- (4) provide leadership in incorporating research referenced innovations.

E. A library media specialist must demonstrate an understanding of the teaching of information media that integrates understanding of information media with the understanding of pedagogy, students, learning, classroom management, and professional development. The library media specialist for children, preadolescents, and adolescents shall:

- (1) understand and apply educational principles relevant to the physical, social, emotional, moral, and cognitive development of children, preadolescents, and adolescents;
- (2) understand and apply the research base for and the best practices of kindergarten and primary, intermediate, and middle and high school education;
- (3) develop curriculum goals and purposes based on the central concepts of information media and know how to apply instructional strategies and materials for achieving student understanding of this discipline;
- (4) understand the role and alignment of district, school, and department mission and goals in program planning;
- (5) understand the need for and how to connect students' schooling experiences with everyday life, the workplace, and further educational opportunities;
- (6) know how to involve representatives of business, industry, and community organizations as active partners in creating educational opportunities;
- (7) understand the role and purpose of curricular and extracurricular activities in the teaching and learning process;
- (8) understand the impact of reading ability on student achievement in information media, recognize the varying reading comprehension and fluency levels represented by students, and possess the strategies to assist students to read library and media materials effectively; and
- (9) apply the standards of effective practice in teaching students through a variety of early and ongoing clinical experiences with kindergarten and primary, intermediate, middle level, and high school students within a range of educational programming models.

Subp. 4. Continuing license. A continuing license shall be issued and renewed according to the rules of the Board of Teaching governing continuing licensure.

Subp. 5. Effective date. Requirements in this part for licensure as a library media specialist are effective on September 1, 2001, and thereafter.

Appendix G: SAMPLE RESOLUTION/ORDINANCE FOR ESTABLISHING A JOINT LIBRARY UNDER MINNESOTA STATUTES SECTION 134.195 (1991)

SECTION 1. ESTABLISHMENT. The _____ Public Library shall be established, financed and operated by the City of _____ and the _____ School District _____ for the use and benefit of the public and the School District effective _____ (date). This action shall continue in force until rescinded by action of the parties.

SECTION 2. GOVERNANCE. A Joint Library Board shall be appointed.

Subdivision 1: NUMBER. The Joint Library Board shall have five (seven or nine) members.

Subdivision 2: APPOINTMENT. The Mayor with the approval of the city council shall appoint 3 (4 for 7-member or 5 for 9-member) members, only one of whom shall be a member of the City Council. The School Board shall appoint 2 (3 for 7-member or 4 for 9-member) members, only one of whom shall be a member of the School Board. All members must be residents of the city or the school district.

Subdivision 3: TERMS. The terms of office shall be established according to Minn. Stat. Sec. 134.09, Subd. 2.

Subdivision 4: POWERS AND DUTIES. The library board has the powers and duties set forth in Minn. Stat. Sec. 134.11, Subd. 2.

Subdivision 5: CONTRACTS. The library board may contract with the city, the school board, the regional library board or the city to provide personnel, fiscal, or administrative services. The contract shall state the personnel, fiscal, and administrative services and payments to be provided by each party.

SECTION 3. FINANCING OF JOINT LIBRARY The _____ Library shall be jointly financed by the City of _____ and the _____ School District _____.

Subdivision 1: For the first year, the city will provide \$_____ to the Joint Library. Each year thereafter, the city shall provide the amount as determined as needed by the Joint Library Board and should be no less than the minimum dollar amount established in Minn. Stat. Sec. 134.34, Subd. 1.

Subdivision 2: For the first year, the _____ school district shall provide \$_____. Each year thereafter, the school district shall provide to the Joint Library, money for staff and materials for the library at least in proportion to the use related to curriculum, as determined by the circulation statistics of the library.

Subdivision 3: Neither the city nor the school district shall reduce the financial support provided to the Joint Library for operation of library or media services below that level of support provided in the preceding year.

SECTION 4: TERMINATION.

Subdivision 1. Either party may withdraw by taking action to rescind with the effective date no less than one year in the future.

Subdivision 2. Any failure to provide adequate financial support, as specified in Section 3, shall be regarded as voluntary withdrawal.

Page 2 SAMPLE RESOLUTION/ORDINANCE FOR ESTABLISHING A JOINT LIBRARY

Subdivision 3. In the event of termination or withdrawal, each party shall retain title to any and all assets which it may have held at the time of the effective data of this agreement, it being understood that this provision will not affect any such assets which have been necessarily replaced in the usual course of business because of age or condition. All other assets, including books and other library materials shall be divided among the parties on the basis of each party's respective proportion of the financial support provided by its respective library fund, if said parties continue to support and operate library services.

SIGNATURES:

Mayor Date _____

Chair of School Board Date _____

If applicable:

Chair of County Board Date _____

President/Chair of Regional Public Library System Board Date _____

**Appendix H: Assurance of Compliance With Minnesota Statutes Section
134.195
For Joint Library Operated by City and School**

1. Name of Joint Library: _____
2. Legal Name of City: _____
3. Legal Name of Established Public Library: _____
4. Date of Establishment of Public Library: _____
5. Source and Date of Document Identifying Establishment of Public Library (e.g., City Charter, Ordinance, Council Resolution):

6. Legal Name of School District: _____
7. Text of Ordinance or Resolution Establishing Joint Library with Applicable Approvals and Signatures: (Attach and label as #7.)
8. Date of Ordinance or Resolution: _____
9. Members of the Joint Library Board:
(Attach list and identify those who are appointed by the mayor and those who are appointed by the school board. In addition, identify those who are members of the city council, those who are members of the school board and give the term dates for all members. Label as #9.)
10. Funding Provided by the School District for the School Media Center for the Preceding
Year: \$ _____
11. Funding Provided for Public Library for the Preceding Year: \$ _____
(Attach copy of the public library's previous year financial statement. Label as #11.)
12. Is the Library Board Contracting with the School Board, Regional Library Board, or the City for Personnel, Fiscal or Administrative Services?

School Board No _____ Yes _____
Regional Library No _____ Yes _____
City No _____ Yes _____

(If yes, attach copy of contract(s). Label all as #12.)

13. Assurances of Meeting Criteria (*Minnesota Statutes* 134.195, Subd. 10):

- a) The materials, programs, equipment, and other public library services are available for simultaneous use by students and residents of the area. (Attach copy of Policy Statement and labels as #13-a.)
- b) If the library is located in a school building, there is a separate entrance, accessible from the outside of the school building for use by the residents. (Attach floor plan and label as #13-b.)
- c) The library is centrally located in the community. (Attach map of the library site and identify all nearby roadways, the central business district, the post office, and other facilities. Label as #13-c.)
- d) The library is available for use by residents during all hours the school is in session, at least 15 additional hours each week during evenings and on Saturdays and shall continue to maintain approximately the same hours of operation when the school is not in session. (Attach copy of published schedule of hours open for service and label as #13-d.)
- e) The library has direct telephone service that is separate from the telephone service for the school. The library telephone number is _____.
- f) The public parking for the library is easily accessible to the library. (Attach site plan for library and identify parking areas and label as #13-f.)
- g) Public restrooms, drinking water and other necessities are easily accessible to the residents. (Attach floor plan of the library, and identify restrooms, drinking fountains, circulation desk, study tables, and the location of all parts of the collection. Label as #13-g.)

14. Is the city taxed for public library service by the county? Yes _____ No _____
(If yes, attach copy of approval of County Board of Commissioners and label as #14, if needed.)

We, the undersigned, having official responsibility for the joint library herein described, do hereby attest to the facts and figures presented as true to the best of our knowledge and belief. We assume that the joint library meets all requirements in statutes and rules applicable to public libraries and school media centers.

Signature of Joint Library Board President

Date _____

Signature of Mayor

Date _____

Signature of School Board Chair

Date _____

This project has been reviewed for compliance with applicable laws and rules.

Director, Office of Library Development and Services

Date _____

Appendix I. Facilities for a School-Housed Public Library

--from *Guide for Planning New and Improved School Facilities in Minnesota*

School-community partnerships can often maximize resources and services. Public/school libraries sharing services are often seen as one such partnership. A jointly operated library must be developed with the full participation of school, public library, and city/county representatives, as well as citizens.

Minnesota Statute 134.195 provides for a school district and a city to jointly operate and finance a public library, subject to approval by the governing school and public library board. Subdivision 10 establishes criteria for public library services operated under such a joint agreement, including the following:

- the public library shall be centrally located in the community;
- a separate entrance, accessible from the outside of the school building, shall be provided for persons using the public library;
- the public library shall be available for users during school hours and during at least 15 additional evening and Saturday hours;
- public library services, materials, programs, and equipment shall be available for simultaneous use by students and public library users;
- the public library shall have telephone service that is separate from the school telephone service;
- parking, restrooms, water fountains, and other necessities shall be easily accessible to public library users; and
- a media supervisor licensed by the board of teaching may be the director of the public library.

Special design considerations are required in part to ensure the safety of school children in proximity to public library users, and to provide adequate services for public library users. These considerations include:

LOCATION, ENTRANCE, AND ADJACENT AREAS

- provide a distinguishable building façade and exterior signage that clearly state that a public library exists within the school;
- design the required separate entrance to the public library to eliminate the possibility of an unauthorized person gaining access to students in or near their classrooms;
- designate a public library parking area separate from student and staff parking areas;

- provide lighted parking and side walk areas for the safety of public library users during evening hours;
- comply with local and state regulations concerning emergency exits and evacuation signage;
- locate the public library on the ground floor accessible to the physically special needs;
- provide signage which clearly indicates where the public can and cannot go; and
- provide restrooms and water fountains which can be used by public library users without entering student portions of the school.
- provide separate air conditioning and heating units or access to the equipment by public library staff.

PUBLIC LIBRARY AREAS

- design a highly open, visible public library area to quickly provide assistance to users and to minimize staffing;
- provide a large reference desk to permit the school and/or public librarian to work;
- provide a variety of seat, table heights, and shelving to accommodate children, adults and special needs users (including pre-school and home-school students);
- provide a public user area for research/reading without disturbance by student users;
- provide enough library equipment for student and public users, especially for computers accessing library resources, databases, or on-line and Internet services;
- provide a meeting room (not a classroom) for pre-school children's story-times during school hours and for after-school children, adult, and community programs;
- provide a separate space for the delivery of public library materials;
- provide separate public and school library office, work, break, and storage areas;
- consider shelving public library materials for children and young adults with school materials.

Library Development and Services has developed a manual which provides guidance in analyzing the desirability of a joint public/school library partnership. Additionally, for detailed specifications on public library space needs, please consult the GUIDELINES FOR DETERMINING SPACE NEEDS.. To obtain either document, contact: Library Development and Services, MN Department of Children, Families & Learning, 1500 Highway 36W, Roseville, MN 55113. Telephone: 651.582.8722.

Sources:

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Appendix J: Bibliography

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