

Decision Item #6: REDUCE SCHOOL LIBRARY MEDIA SPECIALIST ALLOCATION

Option A: Reduce Library Media Specialist based on school size

Option B: Reduce Library Media Specialist based on overall student population

Background:

As part of its commitment to advancing the information literacy of students, the District has invested resources at the both the central and school level as part of the library media program. The specific purposes of this program are providing resources to:

- organize and manage information resources
- instruct students and staff on use of information resources
- consult with teachers in integrating information literacy into curriculum.

At the school level, the library media specialists are responsible for implementing activities and functions related to the above. Specifically, these positions manage school collections, provide in-library assistance, develop on-line curriculum materials, provide in-library programming and assist with circulation assess and maintenance. The scheduled programming provided to students is not mandated and is determined on an individual school basis. The role played by the librarians was changed as central processing of materials was eliminated during last year's budget reductions.

Overall it is estimated by the library media services coordinator that these positions spend approximately 70% of their time in direct service to students with the remaining 30% spent responding to instructor requests for assistance.

MMSD has historically targeted allocations for the library media specialists at the elementary level. Library media specialist positions are allocated on a consistent basis per elementary school regardless of school size. The librarian positions at the secondary level are allocated through discretionary support at the discretion of the individual principal.

The state DPI standards require that library media services be provided by a certified library/audiovisual professional at the secondary level and under the supervision of a certified library/audiovisual professional at the elementary level.

Expenditures:

District annual expenditures for library media specialists total \$3,534,900.

School level	FTE	Cost
Elementary	30	\$2,005,980
Middle	11	\$735,526
High	12	\$802,392
Total Cost		\$3,543,898

Revenues:

None.

FTE:

Total allocation for library media specialists is 53 FTE.

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Anticipated Savings: Option A: Reduce Library Media Specialist based on school size

A reduction to library media specialist positions based on individual school size would result in anticipated savings of **\$400,130**.

Applying standards as drafted by the Wisconsin Department of Public Instruction and relating to professional staff, the District would incur a reduction in total FTE of 6.0 to its library media specialist staff. The standards are as follows:

School Size (# of Students)	Library Media FTE
Up to 299	.5- 1.0
300 – 799	1.0- 2.0
800 – 1,399	2.0 – 2.5
1,400 – 2,100+	2.5-3.0

* These figures assume a corresponding commitment to appropriate support staff.

Assuming the low end of the FTE range for each school size, the District should adjust staffing levels as follows:

	Current	Proposed	FTE Savings
Elementary	30	26.5	3.5
Middle School	11	10	1
High School	12	10.5	1.5
Total	53	47	6
Salary	\$ 3,534,464		\$ 400,128

Application of these standards would ensure that the school library staffing is based on school size and offers continuous access to a professional library media specialist for programming and curriculum issues for both instructional staff and students.

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Anticipated Savings: Option B: Reduce Library Media Specialist based on Overall Student Population

A reduction in the District library media specialist positions to meet rather than exceed the DPI standards would result in net savings of \$499,100.

By applying standards which consider average student visits and circulation, the District can best match librarian allocations to student population. Standards developed by the State of Colorado, recommend a level of 5 “endorsed” staff hours for every 100 students (assuming student visits of 1.8 per week and 2.42 circulation per student). Applying this standard, the District’s allocations would be as follows:

Level	Current FTE		Benchmark Allocation	Proposed FTE		FTE Savings
	Allocation	per student		Allocation	per student	
Elementary	30	358	13.43	15.00	716	15.00
Middle	11	977	7.15	8.25	1302	2.75
High	12	895	10.29	10.00	1074	2.00
Total FTE	53			33.25		19.75

This model bases FTE on actual student contact versus staffing based on school size.

A reduction in FTE would equate to savings that should be offset with an increase to Educational Assistant (EA) positions to ensure adequate coverage of open library hours. These positions will need to be dedicated specifically to the library and receive the necessary training. That increase would occur only at the elementary and middle school levels based on current hours of EA assistance received. The central office currently funds a portion of EA hours as indicated below.

	Current EA average hours	Proposed hours	TL funded	Proposed Increase in Educ Assist FTE
Elementary	13	30	9	15.75
Middle	23	30	3	7.425
High School	60	60	10	
Total FTE increase				23.175
Additional EA salary costs				\$817,985

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Anticipated Savings: Option B (cont.)

Net savings from this reduction of library media specialists with a slight offset of educational assistants would equate to the following savings:

	FTE	Salary Costs
Increase to EA	23	(\$817,985)
Decrease to Library Media	19.75	1,317,088
Total Cost Savings		\$499,103

Assumptions:
1 – average library media specialist = \$66,668.
2 – EA average = \$35,296

Application of this standard may require more advanced planning on the part of instructional staff or students (especially at the elementary level) as a professional library media specialist may not be available during all hours for which the library is open.

Student Impact: These positions play a crucial role in providing student assistance for research, on-line resource literacy and specific programming related to information literacy. It is not possible to quantify specifically how many students are served on a weekly basis, however, at some point, these positions impact every one of the 25,000 students in the District.

Strategic Priorities: In-direct link to the curriculum and instruction priority. Professional librarian services and the resources in the LMC are directly related to a challenging, diverse, and contemporary curriculum. Contemporary curricula in social studies and science are inquiry based; the LMC provides resources and the professional staff help students learn how to access and evaluate the resources. LMC resources supplement textbooks to ensure that students have access to multiple perspectives. LMC resources are also essential to update traditional learning materials and keep the curriculum current.

Board Priorities: No direct link, may be indirectly linked to 3rd grade reading goal.

Effectiveness: Principals ranked the library media specialist allocation as middle level priority (i.e. 15 of 27, 9 of 20) when considering all school allocations.

Redundancies or Availability of the Service Elsewhere:

Some of the services related to materials and resources and provided to instructors are also available from the materials or reference librarian located centrally within the T&L department. However, the level of customization of specific resources to individual teacher needs is not possible at the same level.

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Service Delivery: For purposes of efficiency, many of the functions performed by the library media specialists in terms of information literacy integration, overall management of material quality, and integrated use of technology for information research can be more efficiently performed from a centralized basis by the materials and reference librarians, and the technology integration specialists. A reduction in on-site library media specialists will require a high level of coordination and planning, and may require these central office positions to spend more time on-site training instructors.