

2008

Janesville CSD K-12 School Library: A Facility Design and Development Study

Christine Jacobs
University of Northern Iowa

Let us know how access to this document benefits you

Copyright ©2008 Christine Jacobs

Follow this and additional works at: <https://scholarworks.uni.edu/grp>

Recommended Citation

Jacobs, Christine, "Janesville CSD K-12 School Library: A Facility Design and Development Study" (2008).
Graduate Research Papers. 2893.

<https://scholarworks.uni.edu/grp/2893>

This Open Access Graduate Research Paper is brought to you for free and open access by the Student Work at UNI ScholarWorks. It has been accepted for inclusion in Graduate Research Papers by an authorized administrator of UNI ScholarWorks. For more information, please contact scholarworks@uni.edu.

Offensive Materials Statement: Materials located in UNI ScholarWorks come from a broad range of sources and time periods. Some of these materials may contain offensive stereotypes, ideas, visuals, or language.

Janesville CSD K-12 School Library: A Facility Design and Development Study

Find Additional Related Research in UNI ScholarWorks

To find related research in UNI ScholarWorks, go to the collection of [School Library Studies Graduate Research Papers](#) written by students in the [Division of School Library Studies](#), Department of Curriculum and Instruction, College of Education, at the University of Northern Iowa.

Abstract

The purpose of this study was to research the planning procedures undertaken during the design and development of the Janesville Consolidated School District's K-12 School library facility. This research focused on the importance of building a new K-12 school library, in a small rural school setting, while emphasis on the planning procedures and the analysis of its layout/design, and overall effectiveness.

The methodology the researcher used for this study was a narrative design, in order to collect data that occurred over twelve months. The researcher interviewed fourteen key stakeholders that had adequate experience and/or a leadership role regarding the facility project and its development. Field texts, photographs, newspaper articles, board meeting minutes, and various documents were gathered by the researcher to further narrate and understand the facility planning procedures. The data were compared and analyzed.

The library planning data gathered by the researcher indicated that there were benefits and limitations to the facility design and development, as a result of the procedures that took place.

Janesville CSD K-12 School Library:
A Facility Design and Development Study

A Graduate Research Paper

Submitted to the

Department of Curriculum and Instruction

Division of Library Science

In Partial Fulfillment

Of the Requirements for the Degree

Master of Arts

UNIVERSITY OF NORTHERN IOWA

By

Christine Jacobs

This Research Paper by: Christine Jacobs

Titled: Janesville CSD K-12 School Library: A Facility Design and Development Study

Has been approved as meeting the research paper requirements for the degree of Master of Arts.

5-30-2008

Date Approved

Barbara Safford

Graduate Faculty Reader

6-3-2008

Date Approved

David Else

Graduate Faculty Reader

Date Approved

Head, Department of Curriculum and Instruction

Abstract

The purpose of this study was to research the planning procedures undertaken during the design and development of the Janesville Consolidated School District's K-12 School library facility. This research focused on the importance of building a new K-12 school library, in a small rural school setting, while emphasis on the planning procedures and the analysis of its layout/design, and overall effectiveness.

The methodology the researcher used for this study was a narrative design, in order to collect data that occurred over twelve months. The researcher interviewed fourteen key stakeholders that had adequate experience and/or a leadership role regarding the facility project and its development. Field texts, photographs, newspaper articles, board meeting minutes, and various documents were gathered by the researcher to further narrate and understand the facility planning procedures. The data were compared and analyzed.

The library planning data gathered by the researcher indicated that there were benefits and limitations to the facility design and development, as a result of the procedures that took place.

Table of Contents

Chapter		Page
1.	Introduction	1
	Research Problem	7
	Research Questions	7
	Purpose	7
	Definition of Terms	8
	Assumptions.	10
	Limitations	10
	Significance	11
2.	Review of the Literature	12
	Importance of School Libraries	12
	Viability for Small Rural School Districts	18
	Layout and Design Recommendations	23
3.	Methodology.	28
	Procedure	30
4.	Data Analysis	32
5.	Summary, Conclusions and Recommendations	42
	Reference List	48
Appendices		
A.	Field Texts	51
B.	Questions Used to Interview	61
C.	Dialog of 14 Interviews.	62
D.	Pictures of the School Library Media Center (Before & After) .	144
E.	Original Library Layout Map	148
F.	Summary Analysis II of the Building Project	150
G.	Board meeting minutes	152
H.	Additions and Remodeling Committee Meetings	162
I.	Janesville School Additions and Remodeling Change Log. . . .	167
J.	Teacher Survey: RE joint school/public library	168
K.	Janesville School Committee Groups and Members	170
L.	Concerns involving a joint school/public library	171
M.	Newspaper articles	172

Chapter 1

Introduction

There are many problems facing school systems of today, and one of these problems is the inability of public education systems to meet the increasing demand of providing quality facilities for their students. The Iowa Department of Education (2007) states that “The school building of the future needs to be designed as a learning center for the entire community and involve many more members of the community in the school’s design and planning” (<http://www.iowa.gov/educate/content/view/149/913/>). School library facilities must include learning spaces that immerse young people in a variety of innovative experiences where they can develop deep understandings of information from a multitude of library resources. Considerations about these learning spaces must take place when planning a library facility. The ideas and experiences of the teacher librarian throughout the planning process are helpful when a new school library is constructed. Effective planning must relate to the vision and overall goals of the school library. The facility details are important and should reflect the overall educational program and the needs of all student learners and teachers.

The Janesville Consolidated School District is unique because it resides within both Bremer and Blackhawk counties. However, the school district remains classified as a *small* rural school district. The district underwent extensive remodeling to existing spaces, while adding new office, kitchen, bathroom, and library spaces. The facility expansions and updates should be planned to allow for

further growth and development along with technology and equipment for the 21st century context.

Planning for New Library Facilities

Beginning March 1, 2007, the Janesville Consolidated School District, began renovations to the existing building, and started new construction additions. The total construction and renovation was estimated to cost \$1, 798,030, with architectural and contingency fees bringing the total estimated project cost to \$2,031,773. The rationale for the renovations and new construction first began when the Janesville Consolidated School Board had concerns about the safety of various parts of the district's facility. One entire wing of the present building was not handicapped accessible, and did not meet fire code regulations. The high school library was located in this part of the building. The goals and concerns were passed on to a citizens committee which made recommendations to the school board. It was decided that a new K-12 school library media center should be constructed, along with various other renovations. (R. Weber, personal communication, January 19, 2007). The construction project, besides the new K-12 school library addition, consists of new administrative/secretarial offices, removal of asbestos from one entire portion of the building, a new kitchen and cafeteria addition, changes within elementary and secondary existing classroom locations, as well as a newly constructed nap room for Janesville's separate, but affiliated, licensed preschool.

The actual projected cost for the new construction of the K-12 school library and main entrance is \$450,580, (Stuxture, 2006).

History of School Facilities

This facility project has been somewhat of a dream for many who live within the boundaries of the Janesville Community School District. The first actual school was established in a one story log cabin in the woods in 1856 (Dove, 1999, p.131). The building was located where the present school lies (p.131). In 1872, a white stone, two-story building was constructed and replaced the log cabin school (p.131). And, in 1905 the school was relocated to a building known as the “Fisher Opera House” in Janesville (p.131). Then in 1914, a new and larger building was constructed, by raising funds and issuing of bonds (p.131). Soon overcrowding began to occur, and, because of a vote to consolidate with various other smaller schools in 1920, the Janesville School, was re-named, Janesville Consolidated School District (Leonard, 1974, p.45). The district purchased and began to use the old Presbyterian Church in addition to the white stone building. Finally, in 1922, work began on a new three story school building, which was built next to the building established in 1914, and was finished in 1923 (p.131).

The Janesville Public Library, located just 4 ½ blocks from the school, became a reality in 1962 (Leonard, 1974). This was a small facility space, sharing half of the building with the city hall of Janesville. Many teachers and students would access materials from the public library since their collection was and still is pretty up-to-date and the library is accredited. It wasn't until 1974, that much of the old Janesville Community School District building was destroyed, due to a fire, and a new addition was added (Dove, 1999). It is undetermined exactly

when, but soon after building the new addition to house more classrooms, two smaller libraries were created, one elementary, and one secondary. The separate libraries had limited resources, and were managed by several different student librarians, under the direction of various teacher librarians during the 1960s and 1970s. A set of curriculum was implemented and both libraries were updated to some extent in the 1980s, according to the Janesville Consolidated School District yearbooks.

Both libraries prior to the new construction project had very small collections of resources that were less than 10 years old. Thus, the majority of resources in both libraries, nearly 18,000 volumes collectively, are much older than 10 years. There was limited space for groups of students to work in both library facilities. The new K-12 school media center was planned to be much larger, with new construction targeted to be 3,466 square feet, which includes a main entrance doorway (Struxture, 2006).

Demographics

Although the small population within the community of Janesville has remained steady, with a total population of 829 people, (*The U.S. Census Bureau, Census 2000*) it remains open for growth, situated in the heart of many larger communities, including: Waverly, Denver, and Cedar Falls (U.S. Census Bureau, 2000, <http://censtats.census.gov/cgi-bin/pct/pctProfile.pl>). The boundaries of the school *facility* lie in Bremer County. However, Bremer County is one of the smallest counties in the state, being 18 miles wide from north to south, and 24 miles long from east to west. The row of congressional townships back in the late

1800s was grabbed by Blackhawk County, which logically and fairly belonged to Bremer County. This was done very discreetly, but too obtuse for John T. Barrick and his helpers to understand until it was too late to change the situation (Genealogical Society, 2005, [http://www.rootsweb.com/~iabremer/Genealogical Society.html](http://www.rootsweb.com/~iabremer/GenealogicalSociety.html)). Given the history of the counties, the school *district* of Janesville lies in two counties: Bremer and Blackhawk. The school district receives local option sales tax dollars from both counties at the appropriate ratios. It lies within a rural community setting.

The Janesville Consolidated School District has 355 students enrolled by county of residence. However, due to open enrollment, home-schooling and dual enrollment numbers, the actual certified enrollment within the K-12 building is 264 students (Iowa Department of Education, 2006, http://www.edinfo.state.ia.us/ce/ce_summary.asp). The K-12 population is composed of 128 white males, 132 white females, 1 black male, 1 black female, 1 Asian female, and 1 Native American male (Iowa Department of Education, 2006, http://www.edinfo.state.ia.us/ed_easier/2006f/pcr/enr.asp). Therefore, the library facility design and collection of resources should be designed and open to any ethnic group, consequently, and allow for future growth and/or possible changes among users.

Due to declining enrollment and limited funding, the Janesville Consolidated School District has had a sharing arrangement with the Waverly-Shell Rock School District to establish wider curriculum options and resources for secondary students in grades 9-12. This sharing agreement began in the fall of

2003 and continues to take place. Moreover, lack of funding and resources also initiated the Janesville Consolidated School District to set up a governance committee in December of 2005 to pursue a possible joint-venture relationship with the Janesville Public Library. After a list of questions was generated and several meetings took place, the Janesville Public Library board decided to turn down the possible joint-venture building project in May, 2006 due to a number of reasons that were not formally announced.

Description of 21st Century School Facilities

The development and design of a school library media center depends upon the program found within a school district. Regardless of the size of the school district, and its philosophy, basic elements are needed (Sensenbaugh, 1998, p. v). “The planning for a library must be a meticulously executed formal process that begins with the recognition and documentation of needs through information gathering and assessment (Hart, 2006, p. 3).” While it is believed that teacher librarians would develop the curricular component of the school library media program, a planning team must be organized in order to effectively provide furniture and equipment needs within a facility (Sensenbaugh, 1998, p. 3). Furthermore, a well developed design is necessary to provide an educational service.

When designing a new library facility it is also necessary to comply with *Federal American with Disabilities Act* regulations. With new technologies and advancements, the layout and design must accommodate physical and mental disabilities of students, while recognizing equitable access among all

demographics in schools. The *Americans with Disabilities Act* and its legal framework were passed in 1990, with four titles. Title III requires public accommodations to make their goods, services and facilities accessible to individuals with disabilities. Section 255 and Section 508 of the Rehabilitation Act specifically outline distinct guidelines for acquiring information technology and any equipment or interconnected system or subsystem available for data and information access (Frieden, 2005, pp. 1-8). Furthermore, libraries must be designed with equitable access of technology and resources. The designed space must be flexible and allow for possible expansions and accommodations of learners that may utilize the facility in the future.

Research problem

School library facilities may not be planned effectively if any necessary steps in the planning process are skipped, overlooked, or not connected to the overall vision of the school library media. Likewise, the planning process must be explored by a variety of individuals in order to meet all present and future needs.

Overarching Research Question:

How is the development and design of the Janesville Consolidated School District's K-12 School Library planned?

Additional Research Questions:

1. Who is involved in the planning process?
2. What is the vision and mission of the Janesville Consolidated School District?
3. How is the newly constructed facility designed to meet the vision and mission statements of the school?
4. What are the concerns that arise throughout the planning and construction process?

5. What will be the greatest features of the new library construction?
6. What are the specific designs and functions of the library?
7. What are the present and future functions of the K-12 school library?
8. What steps should take place in order to effectively plan for a newly constructed school library?
9. What is the role of the teacher librarian within the school during the planning process?
10. What are Janesville Consolidated School District's library programming and planning components?
11. What material and non-material considerations does each stakeholder believe to be the highest priority and least priority, given the student population that Janesville has, and the funding available?
12. What information gathering and assessments will take place throughout the planning process?

The purpose of this study was to explore the layout and design of the Janesville Consolidated School District's K-12 School Library facility, by interviewing various key stakeholders whom participated in the decision making of the overall library construction project. A narrative design methodology was used, during the 7-12 month construction time-frame, in order to assess whether the library was planned effectively.

Definition of Terms

District, in this study, refers to the boundaries beyond the school facility, which includes Bremer and Blackhawk counties, and the Janesville community members that reside in these locations (Dove, 1999).

Facility, in this study, is defined as services and space and equipment provided for a particular purpose (Kennedy, 1991).

Field text, in this study, refers to notes taken during the inquiry, ie. feelings, experiences, patterns, etc. that are later transcribed and coded into research texts that ask questions of meaning, social significance, or purpose (Clandinin D. J. & Connelly, M., 2000).

Local Option Sales Tax, in this study, refers to a 1% tax, of which the Janesville CSD is authorized to contract indebtedness and issue general obligation bonds under Iowa Code section 296.1. Qualifying activities would include construction, reconstruction, repair, purchasing, or remodeling of schoolhouses, stadiums, gymnasiums, field houses, or bus garages. School infrastructure activities also include the procurement of school house construction sites and making site improvements. Additional qualifying activities include the payment or retirement of outstanding bonds previously issued for school infrastructure purposes. This school local option sales tax money expires 12/31/19 in Black Hawk County, and expires 12/31/22 in Bremer County (<http://www.state.ia.us/tax/educate/localoption.html>). The district can borrow up to 70% of its projected revenue.

Students, in this study, were those students in K-12 grades at Janesville Consolidated School District, Janesville, Iowa. No reference was included as to the ages of those students.

Users, in this study, are defined as those students, K-12, that come from a variety of ethnic backgrounds who are enrolled in the Janesville Consolidated School District.

Assumptions

Costs for the building project were based on experience in the educational market, as well as those costs taken from the Means Building Cost Data, 2005, and the Means ADA Compliance Pricing Guide. Costs were based on 2005 values. Obviously, these were costs for planning and comparative purposes only. The implementation of any one item could have substantially skewed the costs. However, all figures were in 2005 construction values, so the actual project consisting of renovations and new construction was merely a *best estimate*, by Stuxture Architects (Stuxture, 2007, pp. 1-2).

Limitations

This research was limited to the Janesville 2007-2008 school calendar years, and cannot be generalized to other instances. It is hopeful that this study will be completed by December 31, 2007, and the final pieces of the entire school library project from the architectural standpoint are completed as well. It is possible that some renovations and/or some new construction components will be delayed, and not completed by December, 2007, as stated in the building project plan by Struxture Architects. Therefore, a complete evaluation of the entire planning process for the library portion may not be possible, due to the inevitable changes in construction plans. Likewise, no particular timelines have been set for the individual portions of the entire building project to date.

The researcher is currently a K-12 school librarian in the Janesville School District, and was a part of the population for this study. Due to the researcher's recent education in the field of library media studies, certain biases could have

taken place. Although the researcher knew the people involved within this study, every effort was made to relate incidents as they occur. The researcher's biases may possibly shape the way the data will be perceived and portrayed.

Significance

Students who become effective users of information must be taught the necessary research skills and have access to a variety of resources that are well maintained and organized within a well planned and designed library facility. Data gathered from this study would help in the organization and development of future small school libraries, or renovations emerging in small school library media centers in the Midwest. With the new Iowa School Library Program Guidelines being adopted amongst all school districts in Iowa, one would presume that more and more libraries will be re-designed or will soon be bringing effective planning practices in to play that correlate with their vision and mission of their schools, and promote literacy and learning for the 21st Century. (Iowa Department of Education, 2007, [http://www.iowa.gov/educate/component/option,com_docman/task,catalog_view/gid,651/limit,20/limitstart,\)/order,date/dir,DESC/](http://www.iowa.gov/educate/component/option,com_docman/task,catalog_view/gid,651/limit,20/limitstart,)/order,date/dir,DESC/)).

This particular study is important, given that the Janesville Consolidated School District has had two separate school libraries for nearly 33 years. The newly constructed school library media center will serve a different purpose than in years past. The design and layout will need to be carefully planned in order to incorporate a variety of users within different age groups at various times throughout each day.

Chapter Two

Review of Related Literature

Planning for an effective school library facility must be explored, analyzed, and evaluated in order to meet the needs of all individuals for present and future programming. Planning is even more crucial when constructing a new library facility, such as the Janesville Consolidated School District K-12 Library. The library becomes a permanent boundary and learning environment for the goals, vision, and mission of the library and its programming within the school system.

This research paper describes one district's library construction project which involves various levels of planning. To adequately follow the topic of effective library planning in this geographic setting, related research must be summarized to discuss different components and patterns involved in this topic. The literature related to this topic falls into three *areas*: the importance of school libraries, the viability for effective school libraries in small rural school districts, and the need for effective (layout and design) recommendations.

Importance of School Libraries

The primary mission of the school library, according to *Information Power: Building Partnerships for Learning*, (1988) is “to ensure that students and staff are effective users of ideas and information (p. 6)”. This mission is achieved in three ways: “by providing intellectual and physical access to materials in all formats; by providing instruction to foster competence and stimulate interest in reading, viewing , and using information and ideas; and by working with other

educators to design learning strategies to meet the needs of individual students”. School libraries must focus on offering programs and services that are much more innovative, due to information presented in a variety of formats, along with current regulations and guidelines allowing equal access and services of resources for those with disabilities. The importance of designing an effective school library within a facility is a complex process, and one that takes an enormous amount of planning in order to promote information literacy for life-long learners. Several studies indicate the importance of school libraries, and the success that they offer within a school system, if they are planned and promoted, along with effective programming.

Baughman (2000) sought to determine if there were any discrepancies in the school library media programs being offered by school districts across Massachusetts. Specifically, the school library collections, their instructional programs, and the level of staffing were observed through a survey tool. Questionnaires were mailed out to 1,818 different public schools, across the state of Massachusetts. The populations studied were elementary, middle, and high school libraries. Responses were collected from 519 surveys (p. 6). The results indicated half of the elementary schools had a nonfiction collection with a copyright date of 1989 or later. The other half had a nonfiction collection that was older than 1989. Eighty-five percent of the school districts surveyed had library instructional programming available, and eighty-four percent of the personnel in charge of those programs incorporated the statewide curriculum frameworks, whenever they were able to collaborate with classroom teachers. However, after

examining results of programming, Baughman wrote that only one-third of those schools responding had a dedicated *space* as an instructional area. Three-fourths of all the elementary schools reporting did not have a full-time, certified school library media specialist. Moreover, only one median hour of clerical or technical staff support was available to elementary school librarians surveyed in this state. Results from this study indicated that appropriate funding and a commitment to a quality program is necessary for elementary school libraries in Massachusetts. Updated library collections and an appropriate level of staffing were also recommended (pp. 2-3). Baughman concluded that the presence of a good quality library media program leads to success, and demonstrates the strongest connection to increased Massachusetts Comprehensive Assessment System (MCAS) scores. It must also be facilitated by a certified school library media specialist within an appropriate dedicated space.

Similarly, Baumbach (2002) wanted to know what types of programs were in place for Florida's school libraries. Baumbach examined the library media resources, services, and usage to understand the status of Florida's school library media programs and their role towards student achievement (p. 1). A survey instrument was developed based on the Texas Library Study (p. 4). Baumbach received 1715 surveys, which was 60% of the targeted school libraries (p. 11). Additional data were received from the Florida Department of Education related to test scores, student population, school budget, qualifications of instructional staff, and other demographic data (p. 1).

The most astounding results indicated that Florida Comprehensive Assessment Test (FCAT) scores and ACT scores increased when students were able to access the library frequently with a certified library media specialist.

Further results indicated that the school library media programs in Florida positively impact student achievement when:

- a professionally trained full-time certified media specialist leads the program
- adequate support staff is present
- school library media collections are strong both in quality and quantity, and in variety
- students have access to resources beyond the library media center
- literacy, information literacy, and technology literacy are taught
- students use the library media center and its resources
- technology is available (p. 94-95).

The following recommendations were formulated based on this study:

- 1) All schools deserve a competent, university-trained, certified school library media specialist, and each school and every community must ensure they have qualified leaders for their school library media programs.
- 2) Quantitative and qualitative guidelines should be established for Florida's school library media programs.
- 3) Funding and collections must be improved to a *minimum* of the national average (p. 95-100).

Conclusions of this study stated that updated resources, both print and non-print need to be accessible to students, along with a library setting that provides appropriately trained staff member to service the needs of information users. Baumbach concluded that some elementary, middle, and high schools that

allocate appropriate resources and staff, “make the grade” so to speak, and have higher FCAT and ACT scores. Additional recommendations were made by the author to change staffing, resources, and other variables that impact student achievement, to allow for more successful programming (pp. 94-100).

Lance, Rodney, and Hamilton-Pennell (2002), wanted to know what specific components within an Iowa school library program had a direct impact on student achievement. Specifically, the researchers examined how teaching information literacy skills, collaborating with teachers, identifying materials, and providing in-service training impacted student learning. The population of their study included 169 fourth grade schools, 162 eight grade schools, and 175 eleventh grade schools in Iowa (p. 29). The methodology used was a survey tool. A set of potential predictors for academic achievement was included in the survey. The second part of the questionnaire contained items concerning the library center’s hours of operation (pp. 29-30). Analysis was made amongst the groups with alike variable by conducting a t-test, a common statistical technique, and bivariate correlation analysis, a technique used to compare the strength between variables. Factor analysis and multiple regression analysis were other techniques used to compare critical variables (pp. 35-36). The researchers found that many variables contributed to the rise of test scores and student achievement. However, the effects on the library program are the result of a strong library program of which:

- Is adequately staffed, stocked and funded
- Contains staff who are actively involved and are leaders in their school

- Contains staff that have collegial, collaborative relationships with classroom teachers
- Networked and embraces information technology (p.74).

The researchers recommend five specific actions by Iowa school decision-makers:

- Library programs should have funding for adequate professional and support staff, information resources, and information technology.
- Teacher librarians must assert themselves as leaders in their schools. (Integrate standards and curriculum)
- Principals can do much to make this possible, including adopting policies and practices and communicating expectations that encourage teacher librarians to act as professional educators and classroom teachers to accept them as colleagues.
- The library program cannot be limited to the library as a place; technology resources must be made available for all to access.
- Teacher librarians must provide training to all students and teachers so they have access and know how to use multiple forms of technology and information tools.

Most recently done was a study of thirty-nine effective school libraries across Ohio by Todd, R. J., and Kuhlthau, C.C. (2004). The research study was sought in order to understand how students benefit from school libraries. The data were collected from two web-based survey instruments, based at Rutgers University. The population of study was 13,123 students in grades 3 to 12 and 879 faculty (p. 3). The population from the effective library school systems were selected based on the Ohio Guidelines for Effective School Library Media Programs and were judged by a panel of experts from Ohio. Likert responses to

48 statements of “helps” were analyzed. The *helps* consisted of the nature of help that was provided by the school library (p. 4). Results indicated that school libraries are clearly helpful in engaging students in an active process of building their own understanding and knowledge. In fact, the library is crucial as an agent for individualized learning, knowledge construction and academic achievement. Moreover, 99.44% of the sample of students indicated that the school library and its services, including the roles of the school librarians, have helped them in some way (p. 5). Conclusions from this study indicated that the Ohio Educational Library Media Association should take a strong leadership role in providing professional development to ensure all school librarians reach performance standards (pp. 24-25).

Research studies from four states demonstrate the importance of school libraries because they allow for growth in student learning, increase achievement on various test scores, act as a helping agent for students, and provide information for students own individual learning needs. Updated effective libraries are also a necessary component for providing community needs in a small rural school district, such as Janesville Consolidated School District.

Viability for Small Rural School Districts

Harmon, (2001) examined the importance of valuing rural America. “There are distinct differences between rural and urban school cultures, pertaining to size (p.3).” However, the researcher explains that all the characteristics are reflective of the rural context. Harmon justified how the school in *the rural community* is still a respected institution with a lot more focus on “people” than

on “business”. Likewise, building trust and incorporating ways to epitomize the strengths of the community are key features of building successful rural schools (p. 11). While rural schools may be located in some beautiful areas within America, Harmon found that, three out of ten rural and small town schools have inadequate buildings. One in two schools has at least one inadequate building feature. Approximately one-half have unsatisfactory environmental conditions in the buildings. Fifty-two percent of rural schools report at least one inadequate building feature, such as a roof, foundation, or plumbing. In addition, approximately 37 percent have inadequate science laboratory facilities, 40 percent have inadequate space for large-group instruction, and 13 percent have inadequate library/media centers (p. 8). Therefore, Harmon’s findings suggest that many older schools lack technology building modifications and are not built to provide basic resource needs for the present or future, and it doesn’t necessarily reflect smaller schools. Smaller schools have opportunities to stay connect with the curriculum, by using the Internet and outside resources, but smaller rural schools must spend their money wisely to deliver adequate learning in a well-developed and planned facility. He concludes that many rural school districts are relying on regional educational service agencies as vital partners for meeting their needs (p. 14). Harmon concludes that oftentimes, safety and low-income student performance are enhanced in small schools. Yet, many rural school buildings need upgrading and access to telecommunications infrastructure. Issues must be addressed to the specific rural context (p. 13).

Wasley, Fine, Gladden, Holland, King, and Mosak, et al. (2000) wanted to determine *what* and *if*, there was a relationship between small schools and student achievement in Chicago. The population of study included about 150 small schools formulated in Chicago during the 1990-1997 time-frames, and were observed for two consecutive years from 1997-1999. The elementary schools had fewer than 350 students, and the high schools had fewer than 400 students (p. 5). The methodology was a mixed-method, consisting of both qualitative and quantitative data gathering (p. 4). The first step in the research process was to identify and classify the different types of schools in the Chicago area. After the classification procedure was identified, the researchers looked at a variety of indicators of school performance, (i.e. school dropout rate, absenteeism, and standardized-test performance). Upon examining the indicators, Wasley, et al. constructed a quantitative database for small schools that would allow them to make comparisons about school progress (i.e. attendance rates, retention rates, dropout rates). They also looked at academic achievement measures (i.e. high school grades, standardized-test scores). An analysis was taken for schools that were founded between 1990 and 1997. The data was collected for two years. An additional part of the study involved an ethnographic analysis of a set of eight small schools in order to understand what was actually happening inside the small school settings. Student characteristics and school characteristics were statistically organized (p. 5). The results from the in-depth study showed that the newly developed small schools were serving communities that had poor, working-class, inner-city children from various ethnic backgrounds. The students in the

identified small schools were achieving higher grades, completing more courses, and dropping out less (p. 62). The positive relationship between small schools and student achievement was believed to be the result of six major changes and conditions:

- Advanced planning time for the teaching staff
- Stability and structure with rules for decision-making
- A small broad community, including parents and external partners being involved
- Student focused curriculum
- Student focused pedagogy
- Student focused assessment (pp. 63-64).

Recommendations were made for all stakeholders to collaborate, in the educational realm, and do their part in providing equity, resources, a stable climate, and effective programming and instruction accordingly to meet the needs of all students' skills and knowledge base (pp. 66-67).

Patterson, Koenigs, Mohn, and Rasmussen (2006) looked at the decision making and resource allocation in a small, rural district in a Midwestern state of the USA during a time of economic retrenchment. The researchers conducted a qualitative case study, including personal interviews, focus groups, observations, and public documents and artifacts. A total of 49 individuals from the community and the school district participated in either an individual or group interview. Observations were done at all nine schools (p. 144). After all the data was collected, information was transcribed and an opportunity to review a summary of

the findings was asked of the participants to check for accuracy. Patterson, Koenigs, Mohn, and Rasmussen found that causal patterns of decision making were found that were not aligned with constituent's preferences. District leaders refused to consider information that did not fit with their own beliefs and a crisis of leadership occurred, along with decision making that was advantageous for one group of constituents and disadvantageous for another. The researchers made a recommendation that one way to escape from the vicious cycle of wanting success from a considered *opponent* is to identify a larger purpose that would allow for all groups to be successful.

Rural districts are faced with many challenges stemming from declining enrollments, and loss of resources due to tightened budgets (p. 142). The relationship of the school is highly interdependent with that of the small rural community. Sharing resources and working together is a must. The continued existence of rural towns and schools will depend on the combined cooperation of local people working together for the common good and the benefit for all (p. 156).

Small school districts are vital to the communities they lie within. Both studies indicate that events with a united purpose will allow for success. The library facility, furthermore, will increase achievement if structure and collaborative decision making take place, along with an effective facility and program for instruction.

Layout and Design Recommendations

Rutland, (1971) examined the educational roles of secondary-school libraries and the analysis and appraisal of the basic physical facilities which were constructed or renovated in 1961. Moreover, he wanted to find out the ultimate objective of establishing constructive guidelines for modern secondary-school libraries (p. iii). Twelve select secondary-school libraries from six southern states were recommended through their respective state department of education and served as the field data for this study. A survey of library-facilities and four interrelated questionnaires regarding library facilities and programs were administered. A total of 289 students (juniors and seniors), 144 teachers (12 from 12 different subject-orientated areas), 12 school principals, and 12 head librarians served as the respondents to the questionnaires. All 12 librarians and several other people affiliated with the field schools were interviewed p. (p. 8).

Findings demonstrated that libraries are not satisfying their pedagogic mission because they are too physically and academically restricted. The library serves as a room with limited number of books stacked around the walls, limited furnishings, limited hours available for students. The physical environment is unresponsive, and offers little or no motivation, often thought of as a study hall space. (p. 3-4). Often times the library facility is not recognized or endorsed properly by faculty and administration. It must be planned for tomorrow's use with comfort, function, and flexibility equally in mind (p. 5).

Clee, and Maguire (1993), investigated the importance of the library environment in influencing the use of the library and its facilities. The study was

conducted to define the effectiveness of the total library environment, as well as the success of individual factors, and to highlight possible areas. Thirty-one students from different years of high school were interviewed by a senior member of the library staff, as well as astute observations over a period of one week. The researcher also conducted a Delphi study which involved submitting questions on the future of libraries to a number of experts. The investigation showed that although individual factors in the library environment do affect a user's perception, such as: layout, distribution of materials, furniture, lighting, heating levels, atmosphere, and décor, it is the total environment that has the greatest effect. The conclusions drawn suggested that most of the students interviewed (66 percent) found the general layout of the library user-friendly, but a larger portion (87 percent) found it difficult to locate specific books. Suggestions were made to devise a wall plan or some other guide, in order to allow for easier retrieval of materials (p. 6). Other inadequacies mentioned were the absence of an inquiry desk, the overall layout, and an exit and entrance system. Other suggestions for improvement from most respondents were better lighting, a fresher atmosphere, more tables, and a quieter library (p. 7). Conclusions from the experts in the Delphi study suggested that there was a need for more technology in the form of CD-ROMs, and online catalogues. However, finding space for the workstations and additional funding could be a problem. Adequate space for needed periodicals and separate group work rooms was also mentioned. The primary purpose or role of the library was perceived to integrate the current plan and direct influence on the library environment (p. 8).

Johnson (2004), went a step further, and investigated specific quantitative guidelines for school library media programs. The purpose of her research was to provide specific minimum and desirable recommendations for library programming, staffing, budgets, collections, and facilities (p. 4). Johnson used existing national and Iowa standards and other state's quantitative standards that were released in 1997 to develop her recommendations, based on the following state library standards: Alabama, Iowa, Kentucky, Maine, Maryland, Massachusetts, Minnesota, Missouri, New Mexico, Pennsylvania, North Carolina, and Texas (pp. 23-24). Her study was a revision of five volumes of *The Plan for Progress in the Media Center Series*, (2004). The data collected is very helpful for Iowa librarians to make better decisions about their library, given that she listed *minimum* recommendations and *desirable* recommendations for the number of students within the size of school, etc.

Johnson's (2004) findings and recommendations for facilities is very crucial to the planning for a new library facility. First, requirements for the school library media centers in general, require the library to be constructed large enough to house at least 40 students or 10 percent of the student population whichever is larger. For student enrollments that serve between 251-500 students the minimum square footage should be 4070 square feet. The desirable square footage is 7300. Ultimately, the minimum requirement for a school library media center for any size school is 4000 square feet (p. 20).

Summary

Baughman, Rutland, and Johnson in separate studies, concluded that an adequate dedicated *space* is necessary for an effective school library media center. The impact of student learning is increased when the library program is well-developed and is not restricted due to physical or academic needs within the facility. Rutland emphasized that libraries are not satisfying their mission if they face restrictions within resources or furnishings within a school library. Clee, and Maguire discovered that while there are many individual factors that influence the effectiveness of the total library media center, such as design, layout patterns, and décor, all environmental components contribute to the overall success. All of the studies in part or whole emphasize the importance of effective decision making. Thus, the studies together also indicate that planning for a new library facility in a small school setting is very important. It must be done well, and involves collaboration among many other components. The benefits to designing an effective library are numerous.

Nevertheless, the literature review has established that school libraries are very important, and provide resources for students to further their learning needs. Likewise, libraries need to be effective in all geographic locations, despite their different sizes. The research suggests that there is an even greater need for smaller rural districts to provide effective services and resources via, a library setting, to students that cannot receive informational needs within the classroom setting, due to funding and curriculum offerings.

Furthermore, an effective layout and design is necessary for students to reach the maximum capacity of learning within their environment. A library must be constructed based on its primary purpose, and be provided with resources and services that support the construction of the physical setting. Effective school libraries provide multi-dimensional learning spaces to meet diverse information needs, learning tasks, and instructional approaches. This space is structured to accommodate various learning styles, facilitate multiple points of information access from various resources which allows for critical thinking and a transformation into deep knowledge for students.

This literature suggests that there is a need to conduct research regarding the construction and the design layout of the Janesville Consolidated School District Library media center, in order to effectively design the facility for future K-12 library programming needs.

Chapter 3

Methodology

March 19, 2007, the Janesville Consolidated School District broke ground for renovations to the existing buildings, and started new additions. One of the new additions will include the construction of a new K-12 school library. The purpose of this research paper will be to describe the experiences through the lens of one K-12 school librarian employed within the district.

Research Design

In order to adequately represent the building process, a descriptive research methodology will be used. Descriptive research allows the researcher to study the impact of the development of the library facility over a period of time. Major sources of information for descriptive research include records and documentation, newspaper accounts, and people who possess knowledge of the situation. Findings are normally presented in narrative form (Creswell, 2002 p. 15).

Qualitative research explores events that cannot easily be described numerically; the information for this study will be largely verbal and will be collected through recording of incidents, planning stages, observation, and description. Non-experimental research is used to describe and explain events and situations as they exist or once existed, and is much more prevalent in education than experimental research.

Narrative design consists of personal and social interaction, and shows continuity with the situation or place. The researcher will ask questions, collect

field notes, and derive interpretations. The researchers will record the conditions amongst the place and time, while transcribing the details into feelings, experiences, and patterns. This type of research is a process of learning to think narratively, and to ask questions of meaning, social significance, and purpose, in order to justify the interpretive analysis (Clandinin, 2000, p. 43).

Population

The investigative population of this study will consist of various administrators, School Board members, Citizen/Facility Committee members, teachers, architects, building contractors, and various other school employees working directly with the school library/building project in the Janesville Consolidated School District in Janesville, Iowa. Individual names will not be mentioned, but those involved in this research will include the Superintendent of Schools/High School Principal, the K-8 Principal, the K-12 School Librarian, and Technology Coordinator. The researcher intends to interview approximately 12-18 key stakeholders that have a direct affiliation with the Janesville K-12 school library construction project.

Instrumentation

A variety of techniques will be used to obtain the data for this descriptive research study. They include analysis, questioning, notation, and description. Attempts will be made to find specific information to answer specific questions that match up with each individual “key stakeholder” whom is involved in the library planning process. Questioning will be utilized occasionally by the researcher, to prompt responses from the population in the study, during the

library construction and development process. Analysis will be used in this study as procedures, documents, objects, and other behaviors that will be studied in depth to aid the research in answering the research questions. Notation will be used by making periodic very brief written notes to record data in the sequence they will be observed. Finally, description will go further than notation by attempting to convey a more detailed picture of events and occurrences, and records of conversations (Clandinin, 2000, p. 44).

Procedure

The design of this study allows collection of a wide variety of data over a long period of time. The researcher will gather information from: construction project agreements in the form of contracts, building project memos, school board minutes, newspapers, video and audio taped construction project business meetings pertaining to developments, email messages, documented conversations and interviews, and various staff meetings. The most prevalent technique to record data will be journaling in notation and description to document stages of the library construction process as they happen. The participants in the study will be interviewed, and observed through various staff meetings and personal conversations.

After data are collected, the findings will be studied and then presented in a descriptive narrative form in chronological order by month and day. The narrative will begin with the call for bids for the project and will continue month by month through the expected construction deadline date of December 30, 2007.

The interior layout and design is not planned to be finished until February 28, 2008. Data collection will continue until April 15, 2008.

Chapter 4

Data Analysis

The purpose of this chapter is to review the data collected from fourteen participants through individual interviews, and field texts gathered by the researcher throughout the research study. This research investigated planning procedures gathered from key stakeholders, when planning for a new K-12 school library facility.

Research Questions

1. Who is involved in the planning process?
2. What is the vision and mission of the Janesville Consolidated School District?
3. How is the newly constructed facility designed to meet the vision and mission statements of the school?
4. What are the concerns that arise throughout the planning and construction process?
5. What will be the greatest features of the new library construction?
6. What are the specific designs and functions of the library?
7. What are the present and future functions of the K-12 school library?
8. What steps should take place in order to effectively plan for a newly constructed school library?
9. What is the role of the teacher librarian within the school during the planning process?
10. What are Janesville Consolidated School District's library programming and planning components?
11. What material and non-material considerations does each stakeholder believe

to be the highest priority and least highest priority, given the student population that Janesville has, and the funding available?

12. What information gathering and assessments will take place throughout the planning process?

Question 1: Who Was Involved in the Planning Process

Research question one was “Who is involved in the planning process?”

Responses to this question can be summarized as follows: School board members, citizens committee members, oversight committee members, facilities committee members, Spier Financial, Struxture Architects, an interior designer, the Janesville Superintendent/HS Principal, the Janesville Elementary Principal, teaching staff members, non-teaching staff members, Peters Construction building contractors, various subcontractors, the Janesville K-12 teacher librarian, and a consultant for the architect study. The data, shown in the table below, identified the large number of individuals that were involved, however, only four of the fourteen individuals interviewed appeared to have a large role in the process. The four individuals heavily involved had the role of Peters Construction Field Superintendent, Superintendent of Janesville CSD, Janesville Facilities Committee Chair, and Janesville Project Architect. All of the four individuals indicated that they had daily or weekly on-going tasks involved in the planning and design of the new additions and remodeling procedures that were to take place. The results indicated that the library portion was NOT planned specifically by any one individual, or by a library committee.

<u>Role/Job Title:</u>	<u>Amount of Involvement:</u> Little, Moderate, Large
Field Supt. of the Janesville School Project/ Peters Construction	Large
Janesville Custodian	Moderate
Media Associate	Little
Superintendent/High School Principal	Large
Facilities Committee Chair	Large
PK-8 Principal	Little/Moderate
Oversight Committee Member 4 th Grade Teacher	Little
Janesville Project Architect StruXture Architects	Large
Interior Designer StruXture Architects	Little
Technology Coordinator/Business Teacher	Little
Janesville Public Library Director	Little
School Board President	Little/Moderate
Secondary Principal Secretary	Little
UNI School Library Media Studies Depart. Head/guest speaker at joint library facility information meeting @ Janesville	Little

Question 2: What Is the Vision and Mission of the Janesville Consolidated School

District?

Research question two was “What is the vision and mission of the Janesville Consolidated School District?” Responses to this question can be summarized as follows: Most individuals interviewed did not have any idea what the vision and mission statement of the school was/is. One response collected

was, “We are looking to have our kids leave here as citizens that can contribute to society and that they understand that learning doesn’t stop when they leave our doors.” Moreover, the actual mission statement of the Janesville Consolidated School District is: Empower individuals with skills and attitudes necessary to become contributing citizens and lifelong learners.

Question 3: How Is the Newly Constructed Facility Designed to Meet the Vision and Mission Statements of the School?

Research question three was “How is the newly constructed facility designed to meet the vision and mission statements of the school?” Responses to this question can be summarized as follows: “Because formally there were two separate libraries, and now it is right by the main entrance in the front.” “It was a top concern to keep it handicapped accessible, wanting to get everything at one level so everybody could access it easily.” “That was the main vision I think with it, more than creating life-long learners, you know we really didn’t touch on that.” The data collected did not illustrate that the facility was clearly designed with the mission statement in mind; rather it was designed for handicapped, safety, and accessibility issues. If the library facility was designed to fit the vision and mission statement of the school, the researcher believes that the teacher librarian and various classroom teachers would have had more input on the overall design and functions necessary to teach them skills that would allow them to become critical thinkers, contributing citizens, and life long learners.

Question 4: What Are the Concerns That Arise Throughout the Planning and Construction Process?

Research question four was “What are the concerns that arise throughout the planning and construction process?” Responses to this question can be summarized as follows: “dust and dirt”, “concerned about the square footage of the library facility, and what they were going to do with it”, “should have added a small library classroom area”, “to allow us to probably get more involved with the planning of the shelving, and furnishings”, “functional use areas within the space”, “not getting enough input from all individuals involved”. Moreover, concerns were primarily related to the actual library space and the types of programming and furnishings needed for student and staff end-users. One stakeholder was particularly concerned about how to get kids into the facility and “get them excited about books”.

Question 5: Greatest Features

Research question five was “What will be the greatest features of the new library construction?” Responses to this question can be summarized as follows: “The greatest features would be the lighting and windows”, “having defined areas for different functions and groups”, “an open area where you can have a whole class be together”, “an updated collection and facility that will change the mindset of users as to what the library is for”. Conclusions can be drawn that the participants feel the new facility’s greatest features include a better atmosphere for learning, while having defined areas that are updated.

Question 6: Designs and Functions

Research question six was “What are the specific designs and functions of the library?” Responses to this question can be summarized as follows: “The form

and function is so different. It is meeting the needs of several different groups at the same time. So, with a larger facility and having more defined spaces you could have a group of kids working in the elementary area and some kids working on some research projects with the high school and still have a class in working. It is just much more multifunctional.” The responses indicated that they hoped the facility was designed with distinct spaces for K-12 students utilizing the facility at the same time. However, the results indicated that the functions of individual spaces were not succinctly mentioned and planned for, by the architects during the planning stages.

Question 7: Present and Future Functions

Research question seven was “What are the present and future functions of the K-12 school library?” Responses to this question can be summarized as follows: “We need to change the mindset of our kids and staff to understand that this is not a dumping ground.” “The library facility is to be used for various educational needs.” Overall, those interviewed felt that the present and future functions were to allow for access of both print and non-print information, which keeps changing all the time, along with technology. It was not clear from any of the participants to what degree and for what purposes the library is used.

Question 8: The Steps and Planning

Research question eight was “What steps should take place in order to effectively plan for a newly constructed school library?” The data can be summarized by the following responses: “A lot of dialog about maybe doing something jointly with the community should take place”. “The process of going

through and talking about what state of the art libraries should have, and to plan, so that ours is as functional as possible.” “Touring of facilities should take place.” “I think the school district needs to do a needs assessment.” “But before you design, you need to look at individual space needs.” The responses to this research question indicated a variety of different planning ideas and procedures that should take place in order to plan effectively. There were no prominent patterns or conclusions identified with any of the steps or procedures in planning that were mentioned by the participants. There were crucial planning stages that involved collaboration and a prolonged thought process by several parties, including a needs assessment and much discussion with the teacher librarian. However, minimal planning with the teacher librarian took place. Only a small amount of collaboration took place in regards to the new K-12 library.

Question 9: The Role of the Teacher Librarian

Research question nine was “What is the role of the teacher librarian within the school during the planning process?” Responses can be summarized as, “The librarian needs to be involved from the very first meeting.” “I would guess that you would have input on the design, and you were more of a go to person for questions and concerns that might have come up about space and footing and that your job is to help weed out the current resources that we have and books and decide what is the best and to have it go forward.” The conclusions drawn from those interviewed were that the librarian needs to look at all the functions within the greater space of the library and how the functions relate to each other from space to space. The librarian needs to know the programming that should take

place, and thus must be involved in planning the interior space as well as the physical square footage for each of the smaller spaces within the library facility, in order to carry out various needed functions of the library facility. The data gathered did not show a lot of involvement and planning from the teacher librarian. In fact, the teacher librarian was not asked to be on the joint/school library committee or any other committee.

Question 10: Programming and Planning Components

Research question ten was “What are Janesville Consolidated School District’s library programming and planning components?” Responses can be summarized as, “I know that there are new programming guidelines and I think that we are in a great place now that we are just starting fresh to look at those, see how we compare with the guidelines that we have from the state and look at those components and programming and see how we compare and where and what resources we need to bring in to help to strengthen and also to be able to look at our kids’ test scoring and to see what areas that we are deficient in, and now we can pool our resources and concentrate on those areas that kids need help in.” “I think the elementary already has appropriate library classes with you. For the middle school and high school, I think once at the beginning of the year or something, help them know where everything is and what they can use. Maybe with the help of the English teacher, most of these kids don’t know how to go about doing research.” Conclusions drawn from this question suggest that the Janesville Consolidated School District review the new guidelines set by the state of Iowa and re-vamp collaboration activities with the middle school and high

school teachers and the teacher librarian, in order to enhance research skills for middle school and high school students.

Question 11: Material and Non-Material Considerations

Research question eleven was, “What material and non-material considerations does each stakeholder believe to be the highest priority, given the student population that Janesville has, and the funding available?” The data gathered can be summarized as follows: “I really feel that we need to emphasize our non-fiction area as well as our reference materials, to make sure that we have up-to-date information for all our kids,” “We definitely need some more table space,” “Getting kids excited about reading at the secondary level”. The information gathered from this research question found that most stakeholders feel there is a need for more non-fiction and reference resources. Additionally, more furnishings for the facility would have been nice, specifically, more tables and chairs. Finally, programming still needs to be addressed more succinctly in the middle school and high school grades.

Question 12: Information Gathering and Assessments

Research question twelve was “What information gathering and assessments will take place throughout the planning process?” The participants listed the following information gathering and assessment procedures: “Committee meetings and the just informal surveys by the people getting back to...what are you thinking, what are you doing...” “Once every two weeks the client and the architect discuss how progress is coming on the project and also to address any concerns that have come up and any discrepancies in the contract

documents or electrical or mechanical design.” “We also develop a design development sheet that is going through and categorically listing each and every need of a space that we can anticipate.” Many individuals mentioned that they took notes throughout the planning and construction process. The information gathered from the interviewed participants shows that they communicated with various key stakeholders who were on various committees, etc. through verbal and printed messages. Evaluations were done differently for each stakeholder.

Chapter 5

Summary, Conclusions, and Recommendations

Summary

The purpose of this study was to research the planning procedures undertaken during the design and development of the Janesville Consolidated School District's K-12 School library facility. This research focused on the importance of building a new K-12 school library, in a small rural school setting, with emphasis on the planning procedures and the analysis of the layout and design.

The methodology the researcher used for this study was a narrative design, in order to collect data that occurred over twelve months. The researcher interviewed fourteen key stakeholders that had adequate experience and/or a leadership role regarding the facility project and its development. Field texts, photographs, newspaper articles, board meeting minutes, and various documents were gathered by the researcher to further narrate and understand the facility planning procedures. The data were compared and analyzed.

The library planning data gathered by the researcher indicated that there were benefits and limitations to the facility design and development, as a result of the procedures that took place.

Conclusions

The researcher found that many individuals were involved in the development and design of the Janesville Consolidated School District's K-12 school library facility. Of the fourteen participants interviewed, some individuals

were involved more extensively than others. A needs assessment was not completed for the school library facility. The facility was built to address two primary concerns: fire and safety issues and handicapped accessibility issues.

There are several benefits and limitations to the newly planned K-12 Library facility. Below is a table created to differentiate the two, based on the library facility recommendations made by Becky Stover's Plans for *Progress Into the 21st Century (17-19)*.

<u>Issue</u>	<u>Benefit</u>	<u>Limitation</u>
Educational center of the school	x	
One level	x	
Has outside entrance	x	
Can expand technology	x	
Safe and barrier free	x	
Proper lighting	x	x
Proper ventilation and heating	x	
Carpeting	x	
Acoustical ceiling tiles	?	
Air conditioning	x	
Sufficient space to access and use information		x
Age-appropriate shelving and seating		x
Circulation desk	x	
General reading area	x	

Browsing area		x
Listening and viewing area	x	
Teaching area	x	
Multimedia production area	x	
Work room	x	
Office area	x	
Materials and equipment storage	x	
Professional area for teachers	x	
Sufficient shelving	x	
Storytelling area	x	
Computer lab adjacent to the media center	x	
3 ft. aisle space	x	
Appropriate signage		x
Sufficient height of tables, shelves, chairs, etc.	x	
Capacity for wireless networking	x	
Sufficient outlets	x	
Dedicated phone line		x
TV cable drops	x	
Power surge control		x
Sink	x	
Photocopier		x

Display areas	x	
Book/Video drop		x
Book carts/trucks	x	
Adequate shelving	x	
Staff personal storage areas	x	
Sufficient circulation area	x	

Shared resources between elementary and high school collections are a huge benefit. There are many features listed above which are wonderful benefits to a new facility. However, the facility was not necessarily planned with all of the above benefits in mind. The data gathered recognizes that it was by luck that everything was laid out in its functional order above. Moreover, the librarian was not asked about all of the individual spaces listed above. However, the librarian was in charge of some of the decisions made to the interior layout once the circulation desk and cabinetry were in place.

The Janesville mission statement was partially met, when planning the facility, by providing a safe and effective environment for students, but was not planned with complete programming needs and learning spaces necessary for students. This conclusion was made based on the lack of involvement from teaching staff. The library is not and has NOT been used to its full capacity by all teaching staff. Many functional learning spaces recommended by Becky Stover Johnson have been omitted.

Financial constraints had a huge impact on what was done with the overall building construction project. No new furnishings were budgeted for the new facility. Fundraisers and grants are to be collected for those needs. A library committee consisting of the teacher librarian, library associate, K-8 Principal, one teacher, and one community member was established in late February. The committee has met once to discuss briefly wants, needs, and grant opportunities. The administration is working on choosing wall coverings for the window areas and choosing soft seating. The librarian has a small amount of input with these unresolved portions of the library.

There were a variety of concerns that came about with the library construction project. One concern was the level of involvement of various individuals in the planning process. The librarian was involved very minimally in the planning stages of the library facility. Additional concerns were about the various learning space areas of the library and their functions. Other concerns were in regards to student usage of the library and programming needs.

The researcher gathered data that indicates an additional building phase is being planned. The next building phase is being slated for landscaping and blacktopping parking lot areas. There was brief mention through a verbal comment by one of the participants that a phase III project might include furnishings, if they are not able to be purchased by donations and grants. No timeline or concrete data was available about a possible phase III facility update/project.

As a result of this research study, the researcher has gained more knowledge about the history of the previous library facilities, and the makeup of many other new or remodeled facility areas and their functions throughout the entire district. One can conclude that there were planning proficiencies and deficiencies with the Janesville School District's library facility.

Recommendations for Further Studies

The researcher highly recommends researching to see what students and staff like and dislike about the new library facility at Janesville. Perhaps some changes can still be made to make the facility more functional and flexible from year to year, having an assessment from students and staff about what their likes and dislikes are regarding the new K-12 library facility.

Another recommendation is to tour more facilities that are built and designed specifically for K-12 students in Iowa. One could further research their exact functions and programming. How much collaboration is going on between the librarian and the teaching staff? How is the learning spaces organized within the facility? What are the best features of each facility according to teachers, staff, and students? Perhaps subtle changes in the layout and design of the new Janesville K-12 library facility can still be incorporated to make the facility more effective for all end-users.

Reference List

- American Association of School Librarians and Association for Educational Communications and Technology (1998). *Information power: Building partnerships for learning*. Chicago: American Library Association and the Association for Educational Communications and Technology.
- Baughman, J. C. (2000). School libraries and MCAS Scores. Boston, Massachusetts: Simmons College, Graduate School of Library and Information Science, 2000.
- Baumbach, D. (2002). Making the grade: the status of school library media centers in the sunshine state and how they contribute to student achievement (Doctoral dissertation, University of Central Florida, 2002). *Dissertation Abstracts International*, 51, pp.1-125.
- Clandinin, D. J. & Connelly, M. (2000). *Narrative inquiry: experience and story in qualitative research*. 1st ed. San Francisco, CA: Jossey-Bass.
- Clee, J., & Maguire, R. (1993). Library environment and library usage. MCB University Press Limited. *Library Management*, 14(5), 6-8.
- Creswell, J. W. (2002). *Educational research: planning, conducting, evaluating quantitative and qualitative research*. Upper Saddle River, New Jersey: Merrill.
- Erikson, R., & Markuson, C. (2001). *Designing a school library media center for the future*. Chicago: American Library Association.
- Frieden, L. (2005) *Information technology and Americans with disabilities: An overview of innovation, laws, progress and challenges*. Retrieved July 22, 2007, from <http://www.ncd.gov/newsroom/publications/2005/innovation.htm>.
- Dove, E., & Hallberg, E. (Eds.). (1999). *The Janesvillians: Vol. II. 1974-1999*. Decorah, IA: The Anundsen Publishing Co.
- Harmon, H. L. (2001). *Education issues in rural schools of America*. Paper presented at the ARSI Conference on understanding achievement in science and mathematics in rural school settings. Lexington, KY.
- Hart, T. L. (2006). *The School Library Media Facilities Planner*. New York: Neal-Schuman Publishers, Inc.
- Hlavaty, K. S. (2002). Design preferences of media specialists for elementary school media centers in the state of Georgia. (Doctoral dissertation, University of Georgia, 2002). *Dissertation Abstracts International*, 0077, 0524.

- Iowa Department of Education (2006). *Certified enrollment-summary*. Retrieved January 19, 2007, from https://www.edinfo.state.ia.us/ce/ce_summary.asp
- Iowa Department of Education (2006). *EASIER-Summary reports fall 2006*. [Electronic version] Retrieved January 19, 2007, from https://www.edinfo.state.ia.us/ed_easier/2006f/pcr/enr.asp
- Iowa Department of Education (2007). *Iowa school library program guidelines: Libraries, literacy and learning for the 21st century*. Retrieved June 22, 2007, from [http://www.iowa.gov/educate/component/option,com_docman/task,cat_view/gid,651/limit,20/limitstart,\)/order,date/dir,DESC/](http://www.iowa.gov/educate/component/option,com_docman/task,cat_view/gid,651/limit,20/limitstart,)/order,date/dir,DESC/).
- Iowa Department of Education (1992). *Plan for progress in the library media center PK-12: A guide to planning for school library media programs and for district AEAMC, and other support of those programs*. B. J. Buckingham (Ed.), Des Moines: Iowa Department of Education.
- Iowa Department of Revenue (2008). *Local Option Tax Information*. Retrieved April 13, 2008, from <http://www.iowa.gov/tax/educate/localoption.html>.
- Jackson, J. & Armstrong, K. (2005). *Bremer county, Iowa genealogical society*. Retrieved April 1, 2007, from [http://www.rootsweb.com/~iabremer/Genealogical Society.html](http://www.rootsweb.com/~iabremer/GenealogicalSociety.html)
- Johnson, B. S. (2004). *Plans for progress into the 21st century: A guide to planning for school library media programs*. [A revision of five volumes of *The Plan for Progress in the Media Center Series*]. University of Northern Iowa, School Library Media Studies Master's Program, 2004.
- Rodney, M., J. Lance, K. C., & Hamilton-Pennell, C. (2002). *Make the connection: Quality school library media programs impact academic achievement in Iowa*. Betterndorf, IA: Mississippi Bend Area Education Agency.
- Leonard, H. M. C. (1974). *The Janesvillians: Vol. I. 1849-1974*. Waverly, IA: Rota Press.
- Patterson, J. A., Koenigs, A., & Mohn, G. (2006). Working against ourselves: decision making in a small rural school district. *Journal of Educational Administration*, 44(2), 142-154.
- Rutland, J. T. (1974). A study of the basic physical facilities and educational roles of secondary-school libraries. Ann Arbor, Michigan: Xerox University Microfilms.
- Sensenbaugh, J. A. (1998). *Media Center Facility Design for Maryland Schools*. Maryland State Department of Education, Division of Library Development.
- Struxture Architects. (2007). *Summary Analysis II*, pp.1-2.

Todd, R. J. & Kuhlthau, C. C., & OELMA (2004). *Student learning through Ohio school libraries: The Ohio research study*. Columbus, OH: Ohio Educational Library Media Association. Retrieved March 2, 2007, from <http://www.oelma.org/studentlearning/Default.asp>

United States Census Bureau. (2000). *Profile of general demographic characteristics: 2000*. [geographic area: Janesville city, Iowa]. pp.1-4 Retrieved January 23, 2007, from <http://censtats.census.gov/cgi-bin/pct/pctProfile.pl>

Wasley, P. A., Fine, M., Gladden, M., Holland, N. E., King, S. P., Mosak, E., et al. (2000). *Small schools: Great strides. A study of new small schools in Chicago*. Bank Street College of Education, New York, NY: Joyce Foundation.

Wilson, L. (2004, October). Bringing vision to practice: Planning and provisioning the new library resource center. *Teacher Librarian*, 23-27.

Researcher's observations and field notes

Date: 1/2/08

Place: New K-12 Library Facility

Time: 9:00am

Today we started unpacking. We are working on setting up the reference books first, on lower shelving. The custodians moved all of our existing shelving, carts, etc. in over Christmas break. They were stored in the elementary gym. They wiped most things down. Some items are still quite dusty! We (my associate and I) gave them a map of how we wanted the shelving and boxes placed in the room, so we could get started without HUGE difficulty.

Our game plan is to unpack, accordingly, after the reference materials:

Non-fiction

Biographies

Fiction

Easy books

Professional books

We know where materials are, since we numbered the boxes, and check items out to fictitious names, being the box numbers. We have to check items back in. We did a complete inventory, the best that we could, while being packaged up in the gymnasium. We went off of the checked out books on each of the sheets, per box, when we first packaged them up. Ramona, my associate, did most of the packing up.

Notations to mention before the study took place:

A layout and design of existing shelving was sketched by the architects somewhat back in March of 2006, somewhat...But again, some of their designs were mere guesses. Many of the shelving units were put in storage so we did not have exact measurements.

A more detailed discussion took place in November of 2007, between the library associate and the teacher librarian. Strips of paper were cut and laid out on a scaled map of the facility. We then thought we knew where we wanted things.

Researcher's observations and field notes

Date: 1/9/08

Place: New K-12 Library Facility

Time: 9:00am

Responses/Notations:

The reference books don't seem like they are all going to fit the way that we would like.

There are several boxes that we are considering offering to the high school or middle school teachers that teach in the core subject areas that the reference books match closely with. We feel that the materials would be better used in the classroom, as some materials are outdated or worn. We have a need to purchase more current reference materials in print.

Ramona is going to finish shelving the reference, as we have discussed, and I am going to start weeding through

magazines today. We have kept 5 years, but, at present with the EBSCO subscription that we have, we are only going to keep one year of most and a few titles will be kept for two years, or longer, depending on the usage. I will check with the teachers, and next year will be a trial year.

On Monday, 1/7/08, we had our first library committee meeting to discuss what our needs are at this point, now that we have a better idea of how everything might fit, as far as shelving, tables, chairs, etc. We will start working on a couple of grants: Bremer Foundation Grant, Walmart Grant, and anything else that comes our way. We will reconvene to set specific priorities and then spend whatever comes our way in the form of grants and donations in the near future.

Researcher's observations and field notes

Date: 1/23/08

Place: New K-12 Library

Time: 9:15am

Responses/Notations:

It was decided that once the reference and magazines were complete, both Ramona and I would work together to check books in and I would analyze books real briefly for further weeding, as we lost multiple shelving units that previously held high school books due to the sloped flooring in the old library. The old shelving was primarily metal and was bolted to the floor or custom built out of wood for sloped flooring. Therefore, it is crucial that we weed quickly but not spend too much time in doing so. Our goal is to get this library up and going for conferences in February. The majority of the items weeded are from the secondary collection; however, there are a handful of boxes that we have weeded so far from the elementary collection. We lost 3 double sided shelving units for high school fiction, 3 double sided shelving units for high school non-fiction, along with 1 single sided unit for both non-fiction and fiction books for the high school. We weeded out 1 small shelving unit that was merely paperback high school fiction books and were not catalogued. We also lost, due to

inadequate shelving for the new library, 1 double sided magazine shelving unit and 1 double side reference unit. We have weeded a few copies of books from both elementary and secondary that we had multiple copies of, and which were worn, etc.

It was the decision of the teacher librarian to shelve all of the fiction for both elementary and high school books together. Some young adult books already had YA stickers on them because they were from the Young Adult Choice Book List. Some high school books also received TEEN stickers for various other coding purposes. This will help the elementary/younger kids know right away what books are probably not appropriate for their level. It was decided by the teacher librarian that all of the nonfiction books would be shelved together as well. Many resources can and will be shared amongst various grade levels, with the new shelving situation. It was decided that some of the reference books geared more for elementary would be in one area, while the majority of the rest of the reference materials would be kept in another area, due to space and location issues.

Researcher's observations and field notes

Date:1/30/08

Place: New K-12 Library

Time: 9:15am

Responses/Notations:

Things are coming together little by little and we have gone through many boxes at this point!

Some teachers have begun to get a little concerned about the number of books that we have weeded. I have spoken to Mr. Weber, the Superintendent, and he assures me that it is ok to let them go.

He suggested putting some of the books out at conferences for the taking. Ahh! I really am not thinking they are worthy of being taken and used by anyone at this point. Many are worn, moldy, etc.

Researcher's observations and field notes

Date:2/4/08

Place: New K-12 Library

Time: 9:15am

Today we are still unpacking lots of books. I would say that we are just over half way through. Ramona is able to get a lot more done than I. They have increased her hours this second semester so she can do a lot more with the library, and assist me with the "many" needs. I am only available about 1 hour a day. She is able to work about 6 hours a day!

Ramona has nearly finished working on the non-fiction. She is heading into the biographies and fiction books now. Again, I am weeding out as we go. Our main criteria for weeding at this point is: worn, moldy, completely irrelevant to the curriculum, in the non-fiction sense, and consideration of the copyright date.

We want to be ready somewhat by conferences in February. We are getting a little nervous. I have several stacks of magazines ready for teachers to take if they would like to use them in their classrooms, or cut them up for projects. Otherwise, we have called city carton recycling and they will be recycled next week, just in time before conferences. We have created a big pile of books that we like, but we would like to order a newer replacement for. Things are beginning to take shape!

Researcher's observations and field notes

Date: 2/5/08

Place: New K-12 Library

Time: 10:30am

We are running out of shelving space. It seems we are going to have to hold all the fiction books on 8 shelving units, which means I made the recommendation that my associate remove the reference books and relocate them to two other areas of the library. This will mean that the elementary Easy books will be clearly in a better sight distance of the circulation desk and be closer to the seating area for the children to read their books. We will split the reference section, unfortunately. But that will be practical to some degree anyway. We will have the majority of references suited for elementary in one area, while have more upper level secondary references in another area. This does not mean that sharing still can't take place, but it does allow for a better flexible/functional area for the grade levels at best, given the space and the furnishings that we have.

Interview notations so far:

I gathered that the interview with the field superintendent was more general in nature regarding the library. He shared great enthusiasm with the overall project thus far. What I did find out, since the interview took place that someone had goofed up our circulation desk. It was not assembled correctly, or whatever. So, the gentleman that I interviewed had to take it apart and re-do it. In doing so, he has to get a piece of laminate ordered to fix the entire end piece on the northwest corner of the circulation desk. Also, since it wasn't repaired right away, there are a couple of chips that are

damaged by an unknown source. I also visited with him the other day to express my concern and a need for locks on some of the cabinetry. He said that he would ok it with Mr. Weber to have it done, and yes, it is a go. Two locks for the tall cabinetry, one for coat and purse storage, and the other tall one for AV equipment storage. Also, I asked for a third lock to be put on one of the drawers that pull out on the circulation desk. I believe that I asked at the right time, since the repairs needed to be done on the circulation desk anyway.

Researcher's observations and field notes

Date: 2/6/08

Place: New K-12 Library

Time: 9:00am

I was able to get quite a bit done on Monday, February 4th, since it was a work day/in-service. Mrs. Ulrich was finally able to hook up our computers today. We have four along one wall, and two along another wall. I think it might be better to move the two along the one wall, to a study carrel furnishing. I don't know if we have an old one in storage from years ago in the elementary library or not. I should check to see. It would have been nice to draw up a wish list and order things, once we got somewhat settled. But I don't think that that is the plan any time soon, if at all.

We do have access to a wireless router, since the transportation director/Title I room is just north of the circulation desk. We should get good range from his access point. All it would involve is

getting two wireless network cards and some sort of electrical capability. That is why I was thinking a study carrel thing, might be the best for just a couple of computers.

Then, along that one wall, it would be freed up to be a soft seating area. It would be more functional, instead of along the front windows. The administration has the board convinced that soft seating needs to be along the front windows. That means that you would have to cross in front of the classroom seating area of tables and chairs to get to that area. I see this as a big distraction and an unnecessary focal point. The goal is to help kids learn and see information not to play on sofas and chairs. Ahh! The window also gives off extra heat and almost too much sunlight at times. I think that the soft seating definitely should be reconsidered. But, at this point, they do not involve me just too much, with the decision making. I am able to make some decisions, but it just seems very limiting still at times.

Researcher's observations and field notes

Date:2/13/08

Place: New K-12 Library

Time: 9:00am

Someone is supposed to come and get the majority of our weeded books by the end of this week. They have not showed up. The custodian said if they don't come pretty soon, we will give them to Trinkets and Togs. Wow! That is a lot of books for Trinkets and Togs. We of course, are saving a few back for conferences that we think are not quite that ugly, as per the superintendent's request. The library is really looking better all the time. I asked Ramona to put all the reference books the way that I would like them. She has got almost all the books re-shelved except the professional books that I am going through. We don't know where we are going to house the professional books, just yet. Space is really getting limited!

Researcher's observations and field notes

Date:2/14/08

Place: New K-12 Library

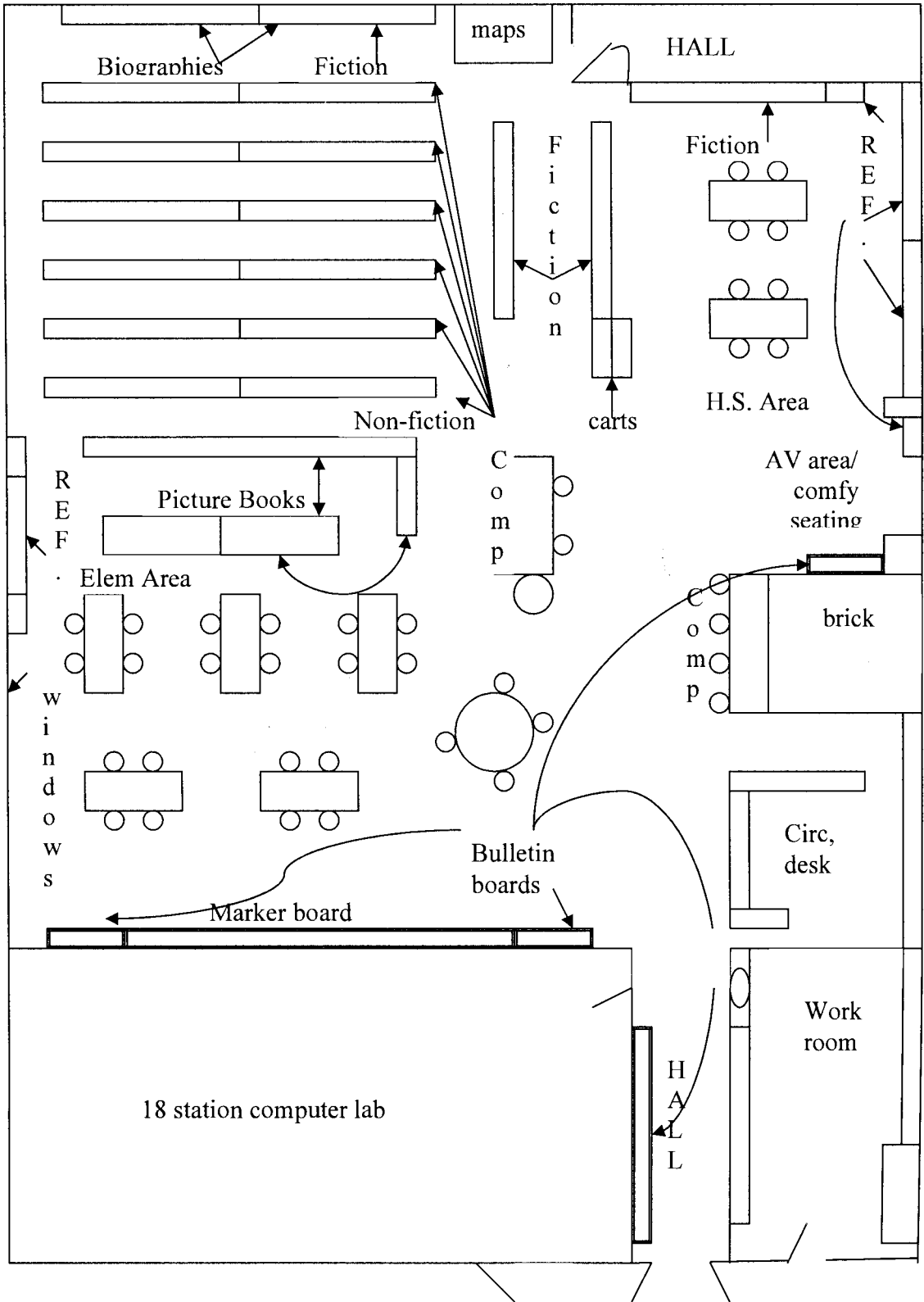
Time: 9:30am

Conferences are this afternoon and we have the bookfair going on in the new library. It is located right where the main tables and chairs usually go. It looks really nice and we have received lots of compliments. It sure has a new look!

I am ready to start library classes in the new facility next week, and officially open it up for all users!

What follows is a map of our interior functional spaces as of today.

Please note that it is not drawn to scale.



Researcher's observations and field notes

Date:2/20/08

Place: New K-12 Library

Time: 9:00am

We are still cataloging a few books that have never been catalogued correctly. They had been tucked away upstairs in the high school library. Our cabinets are getting very full. Things are organized very nicely. I credit Ramona with a lot of organization skills. She knows just what to do. She has been in the library field for a number of years...

Researcher's observations and field notes

Date:3/9/08

Place: New multi-purpose room

Time: 1:00pm VIP people

Dedication @1:30pm

2:00pm community open house

Today was the dedication ceremony. It was very short, lasting just under 20 minutes. They had lots of appetizers and punch, etc. I took pictures at this event. School administrators thought that they had a great turnout. I didn't think that they had that many people personally. I think a Sunday afternoon was a bit difficult for some community member's schedules. Also, a couple of residents thought it was strange that there were no refreshments for the open house. There were refreshments for the VIP people, solely for the dedication.

Questions Used to Interview Key Stakeholders:

1. What part of the library construction process do you feel is going well?
2. What part of the library construction process is not going well, if any?
3. What aspects of the library development process would you change if you could? Why?
4. What type of publicity has this project generated?
5. What aspects of the library development process would you change if you could? Why?
6. What type of publicity has this project generated?
7. Are you familiar with Federal ADA regulations? In what ways is the layout and design of the new Janesville school library accommodating to those standards?
8. What types of evaluation are taking place from your position? How often? To what extent?
9. Have you seen the layout and design specs of the Janesville school library? If so, in what ways do you feel the newly constructed library meets educational needs?
10. What do you know about the library's *purpose* and design for educational services?
11. What involvement did you have with the library planning process? Please explain dates, times, and meetings, etc. that took place.

Source	Transcription of Interview	Date
<p>Benjamin Christie Peters Construction Field Superintendent of the Janesville School Project</p>	<p>What part of the library construction process is going well? At this stage of the project it is going extremely well. We're on track to meet our deadline, and turn the project over to the client in a timely fashion. There have been some various difficulties along the way, typical to the construction industry. When we started this project there was some test boring that had been done before the construction process began and they found that there were unsuitable soils all around the... basically the whole community of Janesville is sitting on a Sandpoint. So there was quite a bit of over excavation that had to be done in order to get the foundation sound and stable for a wrecking construction.</p> <p>When exactly was the deadline that you set and you were planning to meet? December 28 is the completion date that is slated for the South addition.</p> <p>What other additions were contracted out to you at the same time, besides the library/office area? At the same time, we had the North addition or the new kitchen area and then there was also an extensive demolition and re-model through the existing part of the building. And when were the deadlines for those? The North addition and the existing renovations were supposed to have been completed August 27, 2007, I believe is the date. There were excessive complications on the North addition and the existing. Any time you go into a remodel, no body knows for certain what you are getting into. There is a lot of existing electrical and mechanical items that nobody knows for sure what they are running whether or not they can be removed, if they need to be removed how to re-hook them up, that kind of thing.</p> <p>What part of the library construction process is not going well or is there any? At this point in time, it is going really well. Like I alluded to earlier, the unsuitable soil condition is about the only thing that really impacted the South addition, other than that, I believe it's</p>	<p>12/22/07</p>

progressing really well.

What aspects of the library development process would you change if you could and why?

As a field superintendent we are bound to wreck the structure per the plans of the specs, but as far as the design of it, I don't see any glaring issues with the design of the media center or the computer lab. I believe it's got a good layout.

What type of publicity has this project generated?

I haven't paid much attention to it. I believe, Mr. Weber the school superintendent had shown me a flyer that he brought back from a state meeting down in Des Moines that was a neat little write-up about the construction process that Janesville is going through. I didn't get a chance to read the whole flyer, but it looked interesting.

Are there other documents that you would be able to give to me as far as publicizing the construction process since the initial contract was awarded to you in Nov. of '06? Is there other documents like the meetings, I'm sure I don't have very many copies?

I think you would talk to Mr. Weber on that.

How familiar are you with the federal ADA regulations?

I'm pretty up-to-date on the ADA regulations.

In what ways is the layout and design of the Janesville school library accommodating to those standards?

As far as my involvement with the media center, I don't do any of the shelf installation or aisle layout. Most of my affiliation with the media center has been structural. Making sure that we have ADA compliant interior and exterior ramps for access. Making sure the restroom facilities are up to ADA code, grab bars, turning radiuses for wheel chairs...that kind of thing...

What types of evaluation are taking place from your position and how often and to what extents are you evaluating what is taking place?

Evaluation is almost a daily thing from a field superintendent position. I'm basically in charge of orchestrating all of the various trades and getting the product, basically the media center put together and completed. We meet once every two weeks with the client and the architect to discuss how progress is coming on the project and also to address any concerns that have come up and any discrepancies in the contract documents or electrical or mechanical design.

About how many workers are with your construction?

Including all the sub-contractor... And it fluctuates daily. Employees on site that have been working on this? About 12 workers, minimum on site, and we have had upwards of 32, on a daily basis.

Has there been a lot of sub-contracting? Could you give me some examples?

Well you would have your mechanical contractor that takes care of your plumbing and your heating and air. That was Young Plumbing and Heating. All of the electrical was Wubbens Electric. They had some of their own subcontractors for the low voltage and data wiring. We've had Masons that were subcontracted on site. We subcontracted all of our excavating. I believe that was Denver Underground. The footings and foundation work was done under a subcontract.

Are you familiar with the vision and mission of the school and the library?

No I am not to speak of.

How important do you think it is to know that?

For me it is not very important. For me as soon as I get the product up and completed and turned over to the client, I probably won't be back.

So probably more important to the architect versus the actual construction contractor.

Are there any relationships that were good, and/or bad within the processes that you wish could have been changed a little bit?

No. um. We've really had a great experience up

	<p>here. Everything from the architectural firm, they've been great to deal with, the mechanical electrical engineers have been great, all of the subcontractors have been good to get along with, and then our interaction with the client has just been excellent. We've had a good time with the client; it's been a lot of fun.</p> <p>Do you have anything else that you think would help me with, knowing what my project is, before we close this interview? I don't believe so; not at this time.</p>	
Source	Transcription of Interview	Date
<p>Tom Brickman Head Custodian, Janesville Consolidated School District</p>	<p>What role, or how much involvement did you have with the construction process? And how well is the process going? Basically I would sit in and they had monthly meetings of the construction they would go through and they would state what was going to be done during that process and then next month they would go back through see what they got done, what they didn't get done, what had to be changed and try to stay on schedule as best they can if there was any complications with any parties involved. They would whether it be electricians, plumbers, custodial staff, they would discuss go through it, and get the problems taken care of and go that way.</p> <p>Was there any part of the process that was not going very well? Well each month they might have a few things that they might have to, some stuff might not come in as far as the construction project, or something might be delayed or whatever, but basically that is what they would go by.</p> <p>Are there aspects of the library development process that you would change and why? I don't know, I really don't get involved as far the library, as the layout of the library. I think it is a very nice facility as far as where it is right now and it is not completely set up to see how it is going to feasibly work. The way it is now, I think the layout is very nice, and I'm pretty excited to see it get in full use.</p> <p>Has there been any publicity generated about the project that you've noticed or that</p>	<p>12/22/07</p>

you can share?

I haven't really heard anything negative about the whole thing, I think everyone in the community is excited about the whole building process and the school having something new so, I know I'm excited about it.

Are you familiar with any of the federal ADA regulations?

Ah, basically if we have any questions or whatever, I will either go to the office, or I'll get the regulations, look it up or I usually talk to the principals or Superintendent on it, to make sure that we are in compliance. I know I've done that before, where we've had to put the signs for the handicapped outside. We've got the appropriate you know markings and as far as the bathrooms, you know we've put safety bars and stuff like that on. So we always get the appropriate measurements and so I have to do that so the work has to comply with it.

As far as evaluation goes, you'd mentioned that you had monthly meetings did you have any other forms of communication-that you were asked to do, different pieces to help the construction process, or were there anything specially with the library that you helped with?

Basically if there were any questions from the constructions guys they would ask me what my opinion or the architects if there would be any small changes whatever or whatever I thought and they would go by that, if just minute or small items.

Would you say that were a lot of changes, or just a small number of changes?

Far as I know there weren't many changes at all on the process of the architects drawings and stuff.

Are you familiar with the vision and mission of the Janesville School District? Yeah!

How is that connected with the facility design? Do you think it matches well for the purpose of the library?

Oh I would say so.

Because formally there were two separate libraries, and now it is right by the main

entrance in the front.

**Are there any concerns that you have about the planning or the construction process? No
If you could state the best features of the library?**

Very handy, the view, the natural light in the front. Like I said it is not totally set up, but I think once it is set up, it is going to be very handy for all people.

Who will be in charge of taking care of the library?

I think it will be Cody. We have to sit down and talk about the current work load, and make it as fair with the custodial area of responsibilities.

When were you first aware of the beginning stages of the project?

Possibly work something out with the city. Then, just the school. First come about Jan. 2006, when it first came about, about the process of remodeling.

What do you think is the role of the teacher librarian within the school during the planning process?

Well I would hope that they would be pretty much the one that would have a lot to say on the whole project, setting up and they would be pretty much in charge of it, I would hope.

Were there any information gathering sheets that you were given about the process, the monthly meetings? Was there anything that you hung on to, to pass onto the other custodial workers?

They would give you an agenda of each week of what they were doing, things that were still needing to be done, or waiting to hear on or whatever, but each month they had the breakdown, and I kept all the paperwork to all the meetings just for informational and I always told my staff that if they had any questions or whatever that I would sure share with them.

Is there anything at all that you would change throughout the whole process?

Well I would say once the library is setup, to see the feasibility of it and how it is laid out and how it is going to work, and hopefully if there are any changes or bookshelves or whatever

	moved or whatever that can be taken care of.	
--	--	--

Source	Transcription of Interview	Date
<p>Ramona Hodgerson Media Associate, Janesville Consolidated School District</p>	<p>How much involvement did you have with the construction process? And how well is the process going? The physical building is complete, looks good, and now we are just working the interior details, now we are mopping up some of the fine tuning of the construction process.</p> <p>Was there any part of the process that was not going very well? Um, no not as far as, I don't know much about the actual physical construction process, outside of the dust and the wear and tear like that on our materials. I think everything seems to be going well. Construction workers are nice and more than willing to work around you.</p> <p>Do you feel you have been involved in this process enough, enough communication, enough involvement with the process? With my job and what I do, I think I have been involved just fine, more than adequately.</p> <p>What type of publicity has this project generated? I think it's generated a lot of vocalized, meaning here in Janesville publicity. I am not sure about publicity in the greater Cedar Falls area but I know that it's generated a lot of enthusiasm here in our community and in the near farming community.</p> <p>Are you familiar with any of the federal ADA regulations? And in what ways is the layout and design of the new Janesville library accommodating to those standards? I'm loosely familiar with all the ADA regulations. I think the new facility definitely meets the majority of those. Our aisles are wide and wheel chair accessible. We'll make shelving accessible to those with disabilities. There are no steps coming into our facility. Easily accessed by ramps, and an exterior automatic door so I think we are doing a nice</p>	<p>12/22/07</p>

job of meeting those regulations.

What types of evaluation has been taking place from your position, meaning how often have you been informed and do you communicate back with changes or things taking place?

From my position I don't think that's...I am not involved in any level like that, outside of working with yourself, or if I had a concern to bring to you or to the principal. That is really the extent of my involvement.

In what ways do you feel the newly constructed library meets educational needs?

The physical building I think will meet um, just in that it will be nice to be able to bring a whole classroom in, we'll have a space to work, be able to have technology in place to introduce different curriculum, to just be able to have access to all of our material, together which will be really wonderful. And I really think as far as the physical building that will be the best benefit.

What do you know about the library's purpose and design for educational service?

I think it is really going to meet the needs of all of our students better, than having two facilities. When we had two facilities there was crossover in some material. We really lost resources when some of the upstairs library had some of the same things that the downstairs library had just in whom it was catering to. There were also gaps probably in our resources, not thinking one and one, and not really knowing what the other one had. Not being able to totally meet the needs of our students that way. I mean this facility will really just be a great facility for our kids, just even for those kids, for example that are at the 8th grade, but not really at the 8th grade reading level understanding so that way they will have access to other materials.

Who has been involved in the planning process, as you have seen it so far?

With the actually planning process, I know that there was originally a committee that worked on it, the administration or course, yourself, and

I've had input on some of the interior, not so much the specific design of it, that was left to a design committee. I know that they have had lots of opportunities for community members at large to give their input, and have had open forums for people to interact and interject their thoughts so I think it has been pretty, pretty good.

Are you familiar with the vision and mission of the Janesville School District? And do you feel that the vision and mission meets the new facility?

Sad to say but I am not totally familiar with their specific vision and mission, I could not quote it verbatim, but I know that this facility is a definite improvement over the last facilities that we've had so as far as preparing our kids for the future and to be strong leaders of the community, I think this will definitely help.

What would be the greatest feature of the new library construction? Just to be able to have that be an open area where you can have a whole class be together and then still have the rest of the library, just having a separate area where we can pull the kids together and teach or work quietly as a group and not bother kids that might be in the stacks or kids in the elementary area.

Are there any specific functions of the library that might differ now versus before?

The form and function is so different. Meeting the needs of several different groups at the same time. So, with a larger facility and having more defined spaces you could have a group of kids working in the elementary area and some kids working on some research projects with the high school and still have a class in working. It is just much more multifunctional.

What is the role of the teacher librarian within the school during the planning process of the new facility?

I would guess that you would have input on the design, and you were more of a go to person for questions and concerns that might have come up about space and footing and that your job is

	<p>to help weed out the current resources that we have and books and decide what is the best and to have it go forward.</p> <p>Are you familiar with the districts library programming and planning components? I know that there are new programming guidelines and I think that we are in a great place now that we are just starting fresh to look at those, see how we compare with the guidelines that we have from the state and look at those components and programming and see how we compare and where and what resources we need to bring in to help to strengthen and also to be able to look at our kids' test scoring and to see what areas that we are deficient in, and now we can pool our resources and concentrate on those areas that kids need help in.</p> <p>Are there materials that you feel we need to bring in, as we are lacking, as we put this together?</p> <p>As we look at it together, we have received a few grants, to beef up our collection some, and now that we are combining our libraries it really gives a good chance to see, and I really feel that we need to emphasize our non-fiction area as well as our reference materials, to make sure that we have up-to-date- information for all our kids. Some of what we have is good, but it is in very bad shape and very worn and old and just not going to be very appealing for kids to want to look through. And then just having some more current information for them.</p>	
Source	Transcription of Interview	Date

<p>Robert Weber Superintendent/High School Principal Janesville Consolidated School District</p>	<p>Who is involved in the planning process? Well, we actually, I was sitting down, yesterday with one of our key citizens that has been part of the process the entire way and so um, we actually reviewed and the planning process actually started with this particular project three years ago which amazes me that time flies that fast. It began as an outgrowth of our school board, having a retreat, in Jan. of 2005 wishing to address some facility concerns that have really been kind of an issue in the district for a long period of time, but it'd never really been addressed and undertaken. We then started with a citizens committee in the Spring of 2005 that really looked at our facility needs, our facility issues and obviously our funds available to make something happen. They came back with the recommendation that the school board higher an architect to do a planning study and that was the initial process and that actually took place in the summer of 2005. Then the architect came back with a proposal to the board as far as looking at our space needs, and it went beyond just the media center or just the library facilities but extended into classroom and some of the other areas of the building. But they came back to the citizens committee and then in that fall came back with a recommendation to the board (the citizens committee) and then recommended to the board that they higher an architect for the purpose of beginning a project. The planning of that phase began in Fall/Winter of 2005 and extended into the Spring of 2006, with design development on the part of the architect. I want to say they came back in the Spring of 2006 with an initial proposal of what we could do given the money that we had. That went to the board then. We involved staff then, at that point because we new we were going to be pursuing this project and so we had the architect meeting with staff and doing an analysis of existing space as well as new space that we were planning. Then obviously the process began as far as construction. We put it out for bid in the winter of 2006 and construction started in the Spring</p>	<p>1/10/08</p>
--	--	----------------

of 2007. And we're nearing completion now in the early stages of 2008.

What is the vision and mission of the Janesville School District?

The vision and mission was developed in the late 1990's and early 2000 and it is still true today, as it was back then. And it was developed with a group of parents involved and citizens, key members of the district as well as teaching staff and that is well we are looking to have our kids leave here as citizens that can contribute to society and that they understand that learning doesn't stop when they leave our doors. That you will continue to be a lifelong learner and those might be buzz words but they're still true.

How is the newly constructed library facility designed to meet the vision and mission statements of the school?

Well, obviously the issue about lifelong learners, you know being a media person that the focus of media or library has changed now from one of, I guess it is more information based and obviously we know that information is doubling at an incredible rate so we are trying to provide a state of the art facility where our kids can get access to information they need immediately, and accurate information and understand that demand to use technology to use all the resources available fits in very consistently with the life-long learning part of our mission statement.

What are the concerns that arise throughout the planning and construction process?

Oh, I think the biggest thing obviously is that you never have all of the money that you would like to have. I mean, you know, if we had an unlimited amount of resources you could do a lot more things, you always want to do what is best for kids but you also know at least for this project for us, there were financial constraints. So we had to prioritize the things that we were able to do and its not to say that the other things that were put on the back burner, are not important, but we just don't have the dollars for them. Biggest concern is not having all the

available funds, and obviously when you undertake a project like this, during a school year, the displacement and the inconvenience to everyone involved, the impact on the learning environment throughout the process is always an issue and so those have been the biggest things I think.

What will be the greatest features of the new library construction project?

Well, I think the opportunity to renovate and update I mean as I look at it, you know this is prior to you coming on board as our media specialist, or as our K-12 librarian, our old high school library was not a state of the art facility it was very, very outdated not only in collection but also in the appearance and entire atmosphere of it. We previously had used it as a study hall area. In this case it was things that just don't promote what I believe are a media center or library should be about. So I think this gives a chance to change the mindset. That you go to do research. This is the place where you go to access information. This is the place where you go to...that's an educational place. It is not a place where you go to mess around.

What are the specific designs and functions of the library?

Well specific designs, again you have kind of worked on the internal part of that, obviously we have a new computer lab connected to our library, so the accessibility for students to get access to computers, we're anticipating probably in the near future, were probably going to have to update what we are doing for computers and some of our technology needs again. But so that it is real accessible. We tried to put as a possibility that things can be supervised adequately from the control desk. With a small district, we don't have a lot of personnel so we are asking our media specialist to be able to supervise the computer lab from the library. I think the function of the library, it looks to me like, there is kind of plan to have designated areas that are set aside for different levels of kids, because we are a K-12 facility. And that's got to be a challenge to you, to kind

of plan that out. I'm hoping that you'll have areas that you'll kind of indicate to kids that this is an area where if you want to do small group study or you need to do research with a partner this is a spot that you can go. You know I would like to see us some time do a...we did a lot of visiting of libraries prior to this, and I saw some neat ideas about reading areas for elementary kids where they would be able to just go snuggle up in a bean bag chair and just do free reading or those kinds of things. I like those ideas, but again you are limited with the amount of space that you have, even with a new facility.

What are the present and future functions of the K-12 school library?

And I think just a mindset change is important. Mrs. Thompson and I have talked a lot about this. We need to change the mindset of our kids and staff to understand that this is not a dumping ground, and I think sometimes I hate to say that it is probably not politically correct, but a lot of times teachers would send kids to the library for lack of nothing else to do. That is not the purpose of the media center or a state of the art library. Again, we want them to be able to go there because they have an educational need to do something there.

What steps should take place to effectively plan for a newly constructed school library?

Well, I think the process that we undertook was a pretty comprehensive one. And I think part of it was in force, because of if you remember when we first began the project, there was a lot of dialog about maybe doing something jointly with the community. And so, we actually began the process, by visiting at least in the media center or the library portion of it by meeting with our community media people and we went on several tours. I think we went to Olin, Iowa, which has a consolidated school/city library. I remember going to Clear Creek-Tiffin. I'm trying to remember the other locations that we visited, just to look at. That was kind of eye opening for me, just to see different designs of libraries and media places. That eventually

didn't take place, but even the process of going through that, at least allowed us to talk about what state of the art libraries should have and to plan, so that ours is as functional as possible.

What is the role of the teacher librarian within the school during the planning process?

Well I think it's instrumental. I mean, I like to use the phrase that as a superintendent or principal, you have to be a generalist, you have to know a little bit about a lot of things, but I certainly can't be up on all the new standards that are required of media centers and Iowa's emphasis on teacher librarians being full-time people and I think there has been a new reemphasis on that... that to me is I have to count on the expertise of the teacher librarian, so they have to be day one involved in the planning process, and again sometimes you have to temper what they want with what you've got for financial resources but I think they are critical, I think they have to be involved day one with the planning process. The design, every aspect of it.

What are Janesville's CSD library programming and planning components?

Can you define that question just a little bit for me?

Programming as in we currently have elementary programming for K-5, is there any future programming needs for other students, other than those elementary students, because they currently are coming in to the library on day 2, and day 3. Is that enough programming?

I will have to give my generalist answer, rather than the specific, because obviously I trust my elementary principal to probably develop that end of it. You know it is an interesting thing because so much of what we know is based on standardized testing now and you want to show accountability and yet that portion of ITED test and ITBS test is so outdated it talks about looking things up in a card catalog and you just don't see much of that anymore, I guess my thought is on this, I want our kids to leave here

as a result of K-12 programming to be able to do research, to be able to understand the accuracy of documents, especially if they are using the internet to gain things, and to understand that there are other resources than just technology. That we do have reference materials that they can access. I am hoping that we have kids that are able to go to the college setting and be able to do research in a college library because of what they've had for an experience here and that is kind of the high school slant of it, and that's important to me.

What material and non-material considerations does each stakeholder believe to be the highest priority and the least priority given the student population that Janesville has and the funding available?

I guess my response to that is, that is an area of expertise that I would entrust my media specialist to be on top of, but I also know that and you do a nice job with this, soliciting input from the teaching staff. You know, obviously they are in the trenches of knowing what they need for their classrooms, whether it be hardbound material or whether it be non-material considerations and accessing different databases and those kind of things so I know you solicit their input. You know as well as I do, again, budget wise it is always difficult and we have tried over the last 4 years I think to really utilize an achievement grant that we get from the federal government to do some updating in those areas. Like most things, the government has significantly reduced financial assistance in library and technology areas. When I started here it was over \$40,000, and it is now down to \$28,000. And unfortunately when they reduce that, I have to reduce the allocations that I can give to different groups of those funds. So, I don't know I just wish again, I wish we had the material resources, the money resources to do everything that we wanted to do with that. But we just have to rely on your expertise and you getting input from the teaching staff as far as meeting our needs.

What information gathering and assessments

will take place throughout the planning process?

Well the planning process is leased to the facility, I guess. I would look at this way, we did the planning by going around and doing our site visits, looking at other media centers and libraries. Teaching staff were given the opportunity to meet with the architect and generate maybe a wish list so to speak and we had to obviously streamline some of those things afterwards. We formed an oversight committee I guess that was given the task in some cases to have to make the tough decisions about well we have x amount of dollars where do we want to put those so we can get the most bang for our buck. So we involved a lot of different processes as far as initially just looking at different options and just viewing things and then I think we went beyond that involving stakeholders and getting people to indicate what they thought would work and then we went back to other groups to kind of streamline. So formative assessments and we did some surveys too. I think when we were especially talking about the community/school library asking different folks their opinions about that concept too.

Are you familiar with the federal ADA regulations and in what ways is the layout and design of the new Janesville school library accommodating to those standards?

Any time you do new construction, actually when we began this whole process the #1 and #2 concepts that the citizens of Janesville when they looked at the beginning of this said that we needed to address were the ADA regulations. That and the fire safety. I mean we had an old 3 story building that had a lot of fire issues and obviously was not handicapped accessible and did not meet in any way shape or form ADA code. So that was issue number one and that was really one of the primary things that we said why we were even doing this project. Because we met some early resistance in saying, why are you doing this in Janesville, spending that amount of money you don't have

	<p>the kids, blah, blah, blah. We really didn't have any choice. You know these really should have been addressed 10 years ago. So yeah, I am very aware of the fact that we have to meet those regulations and so the entire process and the architect and construction company knew that these are priorities to us immediately. We still, as I talked to Mike Zwanziger yesterday, who is the chair of the initial committee, we still have some issues that have not been resolved yet. I would say that we have addressed at least 90% of the violations that we would have had. As you know, we have some out-dated furnishings that don't necessarily mesh with the ADA regulations completely and again, dollars dictate what we can do at this point, but hopefully we can address those things.</p>	
Source	Transcription of Interview	Date
<p>Mike Zwanziger Facilities Planner and Coordinator @ UNI Facilities Committee Chair Janesville School Project</p>	<p>What was your role in the planning process? This started in March of 2005, so almost three years ago now, and there was a concern about, the school wanted to address some of the deficiencies in the 1922 section of the school which is kind of a 3 story section. They put together a citizens committee to look at different options and we were given four options. Ah, close the 1922 section, tear it down and rebuild, do nothing and wait for lawsuit if we get one, completely build a new section. As a citizens group we got together and started looking at the building overall, and saying you know we walked through, we had a really diverse group from, I think we had someone who was about 25, on up to, I think we had someone who was about 80 years old. We started off by walking through the building and looking at some of the deficiencies. The major deficiencies we were looking at were accessibility issues and fire code violations. We started to look at and the group said why don't we look at renovating. So we ended up with the recommendation to hire a consultant to look at renovating and we already had ideas. Ah, I put together in my previous role here at UNI, I was</p>	<p>1/30/08</p>

involved in space management and space planning. So I went through the original documents of the school and got floor plans, determined the square footage of them, looked at how many of the spaces were gonna be used in the future and we kind of developed at least a thought and that was to abandon the top floor where the library was at ah, in fact, what we were talking about on the second level instead of tearing out classrooms was infilling the other classrooms to build them up till they get to the same height. So actually that included adding on to the front of the school like we did. We looked at that. I put some preliminary costs together, ah that's part of what I do here at UNI and a committee made the recommendation to hire a consultant to look at renovating. At that point, I used to be involved in hiring consultants here on campus. We worked with the board, and presented our report that we thought they should look at renovating and then I worked with them to develop a request for proposals to local architects. We had two local architects who do a lot of schools respond. And that was Invision Architecture and Struxture Architecture, both out of Waterloo. They came in, made a presentation to the board, and the board selected Struxture. Struxture met with the committee that was put together to review our options, and heard what we had to say, heard our ideas about what we'd like to do or what our thoughts were. They then did a code review and found some other items that were of concern and came up with some proposals of their own and that proposal was taking out some of the classrooms that were along the north end of the 1922 section of the building, abandoning the 3rd level, and building new out front for a new library and we also looked at administrative spaces out front. Administrative spaces out front were really for a safety issues, besides the fact that administrative offices were very, very cramped. In order to get to go into the school, you had to go into the school, to get to the administration area. The appropriate way to handle it is, you go through the

administration area to get into the school, so you have more control over who is coming in and who is going out. So that addressed that kind of a safety concern. We worked with Struxture kind of tweaking the plans, the study that they had done, they put together kind of some preliminary cost opinions, which were inline with what we had previously done. The committee got back together and talked about, yeah well, this makes sense, how would we fund it. We've seen a lot of bond referendums in small cities, really kind of split towns apart, really kind of get people talking fairly negatively about others, really just creating some problems in the cities. So what we looked at, is we would really like to fund this without having to do a bond referendum. We did some more investing. We found that the local option tax that was currently in place, could be used. You could bond against that and you could do a project. Now we decided at that point, we would phase the project so it would stay within the amount of money that we had. So what we ended up moving forward with was Phase I, which were the most critical needs. Again, emphasizing our main issues were addressing the accessibility and fire safety issues with the school. The reason the third floor was abandoned was there was not a fire proof stairway going up to it, the main stairway going up did not meet fire codes of being enclosed, being able to be shut down and there was only one way up. The second fire exit was a metal staircase out the back that no longer met current codes. The other issue is you couldn't get any handicapped students up to the library. On the main level, the classrooms we removed had two steps going up into the classrooms. Again, accessibility issues, they don't meet American with Disabilities Act. And, the corridor with was not nearly wide enough. The doors to the classrooms opened into the hallway which only left about a 3 foot walkway. Not sufficient to meet current codes. The other thing that Struxture found as they did their review was about 1955, the new gymnasium was built. The

lunchroom was the old gymnasium and they built these classrooms over the what was the old lunchroom and created new classrooms. The headroom below those rooms was not sufficient, so just getting rid of them met our needs. It also allowed us to do some other things, getting rid of stairways, making ramps, and really creating an accessible school to whether it be students, teachers, visitors. Fire code wise we were really just able to abandon the upper level so we really didn't have to address either the elevator going up or the fire proof stairways access or for egress. The restrooms were a big issue. We had some very poor men's and women's restrooms for events as well as for the students. And so the restrooms were created on the backside in a vestibule so that for football, the interior doors could be locked down and no one would have to be in the school, kind of watching people go in and out. And for basketball, the concession area would be in the multipurpose room, with the bathrooms right there. We had on our committee, again it was a diverse group, we even had a member on the committee that had pulled their student out of Janesville and sent them to Waverly to go to school and they were not in favor of spending any money and definitely were in favor of a bond referendum to do anything with the school. That individual bought into the concept of utilizing the existing local option sales tax and we really didn't overbuild. If you look at the space that we are utilizing now, we actually even with the new addition, we have a little less space than we had before the project, however the school currently does not need that additional space that they had because of enrollment changes over the years.

Can you back up just a little, what do you mean by just a little less space?

See the space we had up on third floor, we basically did not replace that space, only the library. On the second floor, we took out four classrooms, and we didn't replace those. Part of it was by creating some new offices, Todd

Foelske had the transportation office in an old classroom so we put that classroom back into commission. The staff lounge was in an old classroom. It was much larger than needed to be, so we created a space near the multipurpose room for a faculty lounge and put that classroom back into commission. So we really created better spaces for those two individuals. And put classrooms back into commission, so we had a net loss of two classrooms. But they really were under-utilized.

Can you talk specifically about the library portion, how much planning do you feel was done for that specific area?

Let me back up just a second. One of the other things that had come up was how we wanted to group the different grades. And the kindergarten was moved into two of the rooms that was in the 1974 addition. We took out one of the removable walls, added a bathroom because there wasn't a stand alone bathroom for that classroom and moved Kindergarten in with more of the early elementary grades. That kind of in a nutshell says what we did. Once we determined that we wanted to do this with sales tax only, what we found is that we could bond against our sales tax projected sales tax revenue, but you could bond only up to 70% of it. We got a hold of Spier Financial, out of Waterloo, who does a lot of educational bonding and they came in and worked with us on how much money we could borrow against the bond, helped us come up with a financing plan and that is what we ended up selling to the board. Now the board wasn't unanimously jumping for joy in favor of spending 1.8 million dollars. Ah, one of things we really focused on, and again I'll sound like a broken record, if you look at what we did, the only thing we addressed were fire safety issues and accessibility issues. And one of things that we tried to sell to the board that you know as board members, two of their main responsibilities are to providing a safe and accessible school, and that's really what we ended up providing is improving the fire safety characteristics and

greatly improving the accessibility throughout the school. We sold this project to the board, not specifically, but they agreed to it. Then we recommended to continue along with working with Struxture Architect as our design architect. They came in, we obviously had to get into an agreement with them, laying out what we wanted to do. One of the things that we looked at early on was the possibility of a joint library with the city. Because the city was/is having some space issues as well. The city staff was very much against doing anything with the school, so that really didn't go anywhere. So once we determined that we hired the architect we came in, we developed the scope of the work, because based on the study we knew what we wanted to do as far as spaces. At that point then, the committee had a much more diminished role, so I wasn't really involved with a lot of the specifics. But the architects and I think Chris and Bob, the Supt. and principal, the architects met with the different groups that were going to be affected, whether it be administration for the offices that they put in, the library staff for what they were going to do, for what they were going to create there. They met with the teachers that were going to be affected with the kindergarten area, we created a nap room for the preschool kids, they met with the food service provider, for what we needed for a serving kitchen. So the committee and I wasn't involved in the detailed discussions about what we wanted to provide. So the architects would have met directly with the Janesville school staff. I'm sure they met with the librarian. I don't recall how many meetings they had. I know Bob was involved and I'm sure the librarian was and talked through what their needs were. So to get some more information on that, you may want to talk to Craig Schweggfagger, and he would be the one to talk to there. So my main concern was improving the fire safety characteristics and accessibility. So once we decided to move the library up front, we kind of knew the square footage we needed and left the rest of that to the

architect to work out the details with Janesville staff.

How did you determine square footage? Did you look at other schools? Did you look at recommendations from some where?

When we did the study phase, Struxture came in, when we hired Struxture they had Nick Hildebrandt was the architect assigned to us, and he helped and worked with us through the study phase. Well Nick left and went to another firm and then Craig came in to help finalize the project. Nick is back working with Struxture so you may end up needing to talk to both of those two but their both working for Struxture now. But as far as square footage, um during the study phase we looked at the spaces that we currently had for library needs and I'm sure they talked with the librarian at that time as well about what the space needs were, or what everyone thought the space needs were. And Struxture does a lot of schools. In fact, Jeff Grimes who was also involved from Struxture is a like a registered educational design professional. So he is very, very informed about elementary and high school needs of schools and they do, that's their specialty is K-12 schools. So they provided recommendations in that regard.

Any other details? You've done a good excellent explaining the path up to the library. What I'm getting from you, is that is pretty much as deep as you can go into with the specifics for the library.

Yeah! That is really what we hired the architect to do, is to meet with the librarian, meet with the staff that were going to be affected and put those plans together, and like I said the building committee really had a much more diminished role at that point when we had the scope of work. We were going to move the library and build new space. We were going to move the offices and build new space. We were going to tear out the classrooms and make a two level multi-purpose area. And we were going to build new bathrooms and a new serving kitchen. So that general scope, along with the preschool nap

room and the kindergarten room is what we agreed to, what we promoted, and that the details were all supposed to be worked out with architect, and administration and staff.

Were there ups and downs during the construction process?

Yes, any time you do construction you're going to have smooth spots and rough spots. One of the problems we had was the transition when Nick Hildebrandt left Struxture and when Craig took over. Craig was not up to speed on the project at all. But we had a little rough time there getting him up to speed.

What type of publicity do you think this entire project has generated?

We had an informational meeting up at the school and we specifically had it in the high school library before we started this. The reason we did was we had a lot of different age groups coming in and kind of complained about taking the stairs up and so we were saying this is the exact reason why we need to do this. It is very poor access for people. So we had a public information meeting. We had really good questions. Waverly newspaper was there. We had a picture in the paper. Had a picture in the paper, had a nice article. What I promoted to Bob was hey we've got this done and we need to promote it in the paper again, and I think he was talking about when have like an open house grand opening that he would be in contact with Waverly paper to promote it. I mean its good news. We did great. I mean and I think if you were to ask me if I think we met all of our needs. No I don't think we did. I think we adequately addressed the needs that have but obviously it would be great if we had more space like in the library. There are some things in the library, would I do differently, yeah, but I wasn't the one putting the design together. With the money we had, I'm ecstatic about how the project turned out. I mean if you look at what we did with about a million eight. We did great. We really did a lot of work and really enhanced the school for that amount of money. If you look at what a lot of other school districts are

doing spending many more millions of dollars building new schools or trying to upgrade what they have. I think we really got a lot of bang for the buck we put into it. There's definitely some things that I would do different. One of things we were limited by was money—how much money we really had. And one of the things we did towards that end, we kind of had a list of things we were going to do and we had a list of options or alternates that we wanted to try to do, and we added in square footage to the library at the end, ah to get a few more square footage into it. One of things that came up in the committee was what something, everyone wants when they move into a new house, or a new building...they want new furniture. In the facilities department here, I see the challenges we have, and I think the committees recommendation was, we understand the need for new furniture. Keep in mind we spent or bonded against 70% of our projected revenue from local option tax which leaves 30% coming in each year that's not spoken for. So our recommendation was, we want to get the maximum building we can for the money and not spending project money on furniture. So that's how come we didn't buy new furniture. It's also, furniture is a little bit easier to grab onto as a fundraiser. You can break things up, hey buy a chair, buy a bookrack or something like that, so we tried to maximize the building that we could get, the square footage for the library and the other areas to be addressed rather than take the money out to buy furniture. In case you hadn't heard that the committee made that recommendation and really pushed that point. We did have a couple of teachers on the committee and they were very concerned with the furniture and I guess we really pushed with them the fact that, we understand your need but what we are saying is, with furniture, if you don't get it now, you can get it later, with the building if you don't get it now, your not ever going to get it. So that is why we really pushed the additional money going into the building, into the square footage.

Do you think that was a worthwhile thing to do was to increase the square footage of the library at the end?

Absolutely. You bet. If we would have had more money, we probably would have tried to increase it even more.

Let's see...

Let me add a couple of things. I think Bob did a great job of putting that citizens group together. It was the key for this project, was really come through and back in 2001, there was a study done, and it was calling to basically tear down the school and building new, and it was 6 million dollars or something like that. Well there is no way your going to spend 6 million dollars and do that at Janesville. So by really taking a look at it, getting more people involved saying hey let's renovate. More heads brainstorming are better than one you know. So we kind of brain stormed that idea and that really took off and everybody bought into it, and surprisingly with a big project like this, you always have people talking, well I can't believe they're doing that or why are they doing this, or why aren't they doing that. I live in town, I never heard a negative comment about what we were doing. I'm not saying there weren't some around, but I can honestly say I never heard anyone say, "I can't believe they're spending that much money, I can't believe they're doing this." It just seemed like everybody new something needed to be done and I honestly can say I didn't really hear any detractors about what we were doing. And I was completely shocked at that. And I think what I said with having that really broad based committee together, people who were for doing things, people who were against doing things and talking through what really made sense, was what made sense for the Janesville School District. If we were in a different area, this may have been the wrong choice, but I really feel this was the right choice, the right amount of work and the right direction that we set from where the Janesville district is at. We really didn't overbuild. If the decision is made

sometime in the future to share additional resources. We really aren't going to have a whole lot of additional space that is going to sit empty. I think that, that committee was invaluable to the whole process and then I think the board really recognized hey we have to do something. And being open to taking a chance when we hired Struxture to do the study and I think they were all a little bit nervous about moving forward with a 1.8 million dollar project but I think they all new it was the right thing to do, and obviously it turned out pretty well.

What committees were you all involved in?

I was involved in the initial citizen committee. I was co-chair of that and then we kept moving on into the building committee, I was involved in that... Hey this is the direction we want to go, this is how we want to spend the money, not on in fact what the room is going to look like. And evidently I got recruited to be on the facilities committee now.

And is the facilities committee still meeting?

The facilities committee still is. My first meeting of that is on May 14th. And that is more for the continuing of small projects, you know operations, as far as that committee in the past worked on getting new bleachers, on the new flooring in the elementary gymnasium,. I can't remember what all they have done, but they have tried to work with the administration on where they should spend money. It's got a group of people on who know buildings and building maintenance so they can add a lot of value on hey here are the options. That's a pretty good committee makeup as well.

Well thanks I think that will do it....

If I have any other questions I can send you an email and get a quick reply if I need that for my study.

Any time. You bet! In fact, I saw Barb Safford, and she came up and met with us, did she tell you that? **No.** When we started talking about doing a joint library with the city she was up and saying hey it's a good thing and here are the advantages and the city library brought in

somebody else and oh it's a bad idea... were kind of our two expert panelist. So she came up and talked through some of the advantages and disadvantages and I guess it came back and I still believe I guess the smart thing to do would have been to try to do a joint library. One, we would have had more square footage, two I know there is a lot of duplication of materials in the library. The way we had, the way the library is set up, we actually if you come in the front door by the administration area, you can come in there, with the school doors locked yet. So you could lock down the school, yet keep the library open yet. That is probably the biggest disappointment there. The only reason we had it, in my opinion is the city librarian, who actually had submitted her resignation at the time and was going to be moving was still working at the city library and she did not want anything to do with it. I think with a different city librarian, I think we would have had better luck doing it. I went to that meeting with Barb and this other gentleman and I still I could not really find any significant negative things with having the school and city libraries together. But that is my disappointment. I think it would have served the community better. When you have the town the size of Janesville and you've got 900 people, does it make sense for our property taxes to go and support two libraries? Look at it that way. Hey were doing the same things. Were not Cedar Falls, Waverly, yeah that is a whole different story, but in a small town I think a you really need to look at maximizing your resources and an opportunity with this. But hey its going to work out great for the school and I think overall I'm disappointed, and I think the schools better off not going with the city on it. You know the city would have had additional access, and anyone in the community would have had great access to the computers. I think overall the students would have benefited because the library hours would be extended. It would be some place that they could go to again utilize new technology and the computers. And having a place to do

	<p>their work than just going off and doing something different. That's a whole other research thing for ya.</p> <p>Any fundraising ideas for furnishings? I think there was something in the school newsletter talked about having your name in a book or something. I think you have to do it where you have a section of your wall and you have your name there, or you put a plaque on a chair that says this chair donated by. Like a name in a book, what does that give you. Like what we have in the McCloud Center, we have a section on the wall that identifies donors. And I think that would be pretty neat there.</p>	
Source	Transcription of Interview	Date
<p>Christine Thompson PK-8 Principal Janesville Consolidated School District</p>	<p>In what ways do you feel the library is meeting educational needs, current construction? I think the whole idea behind when we had started doing the planning was, we have isolated all of our facilities all the 16 years I have been here with an elementary library and a secondary. It did not make ease for either the librarian or the students to know where materials, run between two locations, neither of which of what I would call current, up-to-date condition. We had tried; we did a lot of weeding in the elementary actually under UNI and Dr. Safford's direction about 8 years ago. So the new facility, not only is it defunct of any old stuff, but we have current materials, its accessible, it meets of the needs of our kids, of our faculty, our staff. It's going to be a place where community can come in of course it meets all the requirements for ADA with doors, and width of hallways, and accessibility from both the outside and the interior. Feeling pretty good about it.</p> <p>What features come to mind with the new facility that you feel are strengths for both elementary and secondary? Well, I think the obvious, and our whole idea when we were planning this was so that we would have an area, a little more designated elementary, picture books and their level of</p>	<p>1/31/08</p>

reading. Hopefully a couple of comfy chairs for them in a corner, or you know, um, Are we bringing back the old picnic table?

I don't think we have a lot of room for that.

Oh shoot. You know something for their level to work on. And I think the idea that were keeping this and hopefully will keep it as a non-studyhall area, will also keep it elementary friendly. No big kids to scare the bejevers out of them. I think the secondary side of it is, just the fact that we are doing so much with bringing in resource materials, that we are bringing in all of the new fiction and non-fiction stuff, the fact that we are going to actually have an area to sit and read, not talking, not horsing around, not drinking pop or having candy, I just think its just the whole set-up is conducive to, yeah.....

Can you reflect a little bit about the steps in planning?

Well actually, because of my long time here, probably 14 years when there was first talk from the community about why do we have this old library on 3rd floor, at that point we are only talking about the facility, not materials. And we have this fairly new, nice open area for elementary, why can't we combine them. And actually, the original talk 14 years ago was to combine both libraries what you and I would know as the elementary IMC area and then we actually formed a committee, ah, gosh that would have been under Robyn Spears was the Supt. Then and we actually formed a committee and I served on it and we went to the community because maybe we could talk them into ah, doing a combined school and public library, we even drew up plans where that east entrance would be ah, used and we would actually take what used to be Judy Fleckenstein's room and open it up, and it'd be one whole area and then the community said, (the public library) said just not ready for that so we explored some other options and then it pretty much just stagnated right there. But the talk kept up and obviously when we um, changed our media specialist/teacher librarian,

then there was even more talk because as you know there is some territorial feelings when it is your space up stairs, and someone else is downstairs. So when we brought on a new teacher/librarian then the talk continued, committees continued and I think the steps, when the board said we need to build/remodel, the forefront was PK-12 media center, that needs to be our focus.

How would you compare the steps of process versus product(s) in this setting?

I think from the outset, one of the things that and this has been years ago, when we first started talking about it, do we just want to build a facility, or do we need furnishings, new books, new magazines, new whatever, and that's when we thought well that could be part of the public library combination things. I truly think when this board, and the facilities committee, the sight planning committee when they sat down and they realized that if we didn't include all new furnishings for anything I mean, you know, keep it, get it done, and then go from there, then we could do it without any bonding, that it could all be done through the local option sales tax, I don't think the committee every in any way meant to say, we don't care two cents about what goes into the media center, we just want a new one. We don't care two centers what goes into the office area, we just want a new one. They just wanted it built and let's just take it from there. So I don't think ever in my recollection was there ever any talk about let's buy this, let's give this amount of money to furnish this, let's do this. I do know that they had hoped there would be grants written, which we know we're trying. Early on you had even voiced the opinion that we needed to get the library committee going, which I agree 100%. And I think through fundraisers and that; we can do donations. You know I've already heard people talking about well you know, can we donate a chair. Well we would rather you donate some money to go towards a chair, because we'd kind of like to have everything matching. You know, so yes, my hope is that in

phase III, not phase II, but in phase III, we can put on the list and say what hasn't been done in the media center, what hasn't been done in the office area, what hasn't been done in the old (because we would like to do some upgrading of furnishings down there) And then put that into the phase III plan.

And Phase I is the construction that is completed, and Phase II is?

Phase II is what we are actually meeting in the end of February, the facilities committee, not the oversight committee, but the facilities committee. And, three years ago, we had set out, long range, what do we need to do, not counting this. What do we need to? We had some tuck pointing on part of the old parts of the building. We have a boiler that absolutely has to be replaced by '09 or we're going to be in big trouble. I mean that so... So we're on task for everything and our next big project that I really think our committee is going to propose to the board is blacktopping the entire parking lot out in back and putting new entrances in to elevate all the problems we're having with safety issues here in front, with drop-off and pick-up. And then there's also included the boiler, the parking lot, now they could scrap both of those and say you know what we're going to go onto putting a Title I room in the middle down there, putting a bathroom in the naproom. But that is our job, the end of February is to lay that out, what's the next phase, and then the third phase actually will be picking up more on the local option sales tax usage, and they are hoping our long range goal was summer of '08 start phase II, to be completed the summer of '09. Look at plans for the following '10-'11 for phase III. Because I think the original plans was kind of a 4 year project from '07-'11.

Are there concerns that have come to your conclusion as the planning and construction went on?

Yeah! What I really wish we would have done, and you know hindsight is always 20-20. What I really wish we would have done, after actually

seeing the completion in there of the media center and seeing the completion in there. We wish our conference room was about 3 foot by 3 foot bigger to accommodate a group of about 6 or 8, instead of just 4 or 5. And with the media center, I am seeing this more about with having to put a classroom in there. I wish we could have just taken that wall, where the picture books were going to be, that has the mechanical behind it. If we could have put the mechanical behind it and made that hallway a classroom, a small one, could have put a classroom in there, a small one. Could have taught library classes in there, could have used it for emergency, things like this. And still left the entire rest of the library for studying, for research, for kids to come in and read. Like I said hindsight, you and I have talked about this before, if you are teaching a library class, and you've got a group of 10-12 seniors trying to do research, no matter how quietly you talk; it's going to be an interference for them. If we'd had a room, that would have actually been closed and have what we would have called a library classroom area, I think we would of...but other than that, I think we planned pretty darn well. I love the idea of the checkout desk, being able to visually see the computer lab, you know my hope would be that some day we would have a full-time media associate so that there would never be a time that that is left un-manned or un-women-ed, but...

How many teachers were involved in the planning process here? Can you explain the different committees and how that worked?

The oversight committee had two staff members on it. And, the facilities committee that originally took to the board and said, our proposal is to form an oversight committee, the board to assign an oversight committee to make recommendations for what is needed in building and remodeling. The facilities committee is basically made up of, obviously custodian, because he is in charge of all of the facilities and then administrator, and then a board member, and then a community member,

two community members actually. And because that committee's job is to make recommendations to the board, they wanted to set-up this oversight committee because it did need to involve obviously staff. And of course you know how many times all of us looked at the plans, and all of us came and looked at this and that, but then the oversight committee then did involve two staff members to represent the voice of the teaching staff. The one thing I look back at and I wish we would have included on that committee, is a representative of thee, non-certified, the paraprofessionals, I don't know what you want to call that. But I think if you know, if we could have had a bus driver, or a cook, or you know one of those non teaching people, I think we would have had a little better input. I am just thinking of the kitchen area alone, we could have some things go on there.

So is there a recommendation for me to interview one of those teachers on that committee? Wasn't that Carol Moon and...Huh! I will check that out for you. It might have been Mary Dove. But I was thinking we had an elementary and a secondary, but I will check on that oversight committee for sure and see. But yes I would definitely talk with them to and see.

I know a lot of the planning was for the whole construction process, and there were not as many defined people working with just the media center. I know it would be an electrician, ah, those types of things. I don't know as if, they are there to do a laid out job and that is pretty much it. They don't have much to do with the planning or with the purpose or what they feel about how it is working out or how it was constructed. So I am looking for more input from teachers, so if you could give me that direction, that would be great!

Exactly! So I will make a note so I can check that out.

Was there any information gathering assessment gathering along the way to keep track of things. I know there were committee

meetings once a month, right?

Committee meetings and then just thee informal surveys by the people getting back to what are you thinking, what are you doing , the number of times we brought people in, and had the architects here, laid out all the plans. I remember one day early on in the process, where the oversight committee, actually Mike Zwanziger as chair was on sight and we started at 8 'oclock in the morning and went until 5 o'clock in the afternoon, and we brought in if not everybody, a representative of every group to take a look at the overall plans and you know the secretaries are going to be affected so they came in, buses, drop-off and pickups so Todd came in, the cooks came up, Maggie from Waverly came down and looked at the serving layout and some of those kinds of things. And I remember distinctly getting everybody scheduled. And we were actually meeting over in what was the old teachers lounge and have people in and out of there all day long, and here's a suggestion, here's suggestion, here...I think the biggest problem that you run into, and it's not Janesville only, it's no matter where you do this. Everybody has their own well-being in mind. You know. We all look out for ourselves. So what I saw and Bob and I talked about it. It's really hard in a group, so I come in and I'm getting this new office, I want built-ins all along here, I want an oak and oak computer desk coming out here I want a TV up there, so I can not only monitor but eventually when we have our ah cameras in the building but I can also check weather and see what is going on and that's what I want, but then if we do that we can't put in the display cases. I don't care. I want what's best for my office and you know its really hard to say to people, can we look at the overall good and I think that is one of things that this staff did remarkably well. I think our staff deserves kudos because I think they tried really, really hard and they really forced the issues, which is good for us, but they also were willing to say...And I can honestly say to you after all was said and done, and I think Bob

would agree with this, we honestly out of all staff, certified and non-certified, everybody we only had two people that truly were still not happy with the way everything went and that is pretty good odds, when you think, 58 staff members.

Where we are at right now, we are in the process of weeding (Unbelievable!) and we are changing the layout on a day to day basis. We actually moved the picture book thing over to a different spot and stuff, because there is a lack of shelving and we have to make everything fit and Ramona, she is doing an awesome job. What do you think our next steps are? Or...what do you think? Well you know what I think we need to do and I was thinking of this yesterday as I was walking through there. I think you guys have done such an awesome job, I mean I couldn't believe some of the dates on some of those books and the number of times they haven't been checked out, some of them haven't been checked out since 1969, hello! I mean it was just like, but as I'm walking through there I'm thinking is sad is I'm seeing all of these neat new fiction and non-fiction books out there and our kids don't, we've got to get them in there reading. And I don't think we have a problem with the elementary. I think it starts at the 6th grade through 12th grade where somehow we have got to get those kids excited. And they have got to want to come in there, quietly, and get those new books and check them out and read them. You know...and I don't know how to do that. I don't know how to motivate; I think that is our next step. The library committee's going to help us get funds, to buy stuff and I think the facilities committee has done a wonderful job of getting this facility built but how do we get kids, I just saw Water for Elephants which I read and I just love this summer, and I'm thinking kids you need to read these. These are good books, so that's I think our challenge. Getting them in there and getting them to use it. And my biggest concern is that it not become a place to come in and get on a

	<p>computer and play games. That it not become a place to talk about who's dating who, and what to wear for prom? I want kids to be excited about opening up the latest book from Kellerman and saying o' my God, this is the best book I've ever read, or you know, but I don't know how to do that...</p>	
Source	Transcription of Interview	Date
<p>Mary Dove, 4th Grade Teacher Janesville School Project</p>	<p>What was your role in the planning process? Our superintendent, Mr. Weber asked a couple of teachers to be on the oversight committee, um with community members and administration, and so I was one of the teachers on the oversight committee.</p> <p>And how long were you involved on the committee? My part, I met with, that's a hard question, because I think the committee met in small groups, and met throughout the whole building process, but the teachers that were involved met only a couple of times. Um, at the beginning we met very early on to help with a couple of um, the overview of what the architects had given us. And then we met one other time, and that was it, that the teachers were involved with it, so...very limited...</p> <p>So you think you were asked like when...? I am going to guess in March '05, and then the Fall of '06. Boy it's hard to remember, but that's what I am going to guess, sorry.</p> <p>Was there mention of the vision and mission of the Janesville district as you met, was that ever mentioned? Um, in that it was a top concern to keep it handicapped accessible, wanting to get everything at one level so everybody could access it easily. That was the main vision I think with it, more than creating life-long learners, you know we really didn't touch on that.</p> <p>Were there any concerns that were raised in your mind throughout the planning and construction process? Um, for me it was like, I wanted to make sure</p>	<p>2/5/08</p>

that square footage was appropriate, because it was hard for me to see that combining two libraries um, and the new offices that that was going to be enough, and they kept telling me that it would be more than enough, that it was more than what we had so... The other concern was, I really wanted them to go with geothermal heating and cooling and they didn't want to put the money into that kind of a system. So they went with a more traditional system. Um, a lot of, they really wanted to put all the money into the construction, I recall more than what furnishings, what they were going to do with it afterwards. So that was frustrating too.

What were the greatest features, talking specifically about the library construction that you saw as the planning went on?

I felt like it would be nice to have it all together. That made sense to me. So to combine the two libraries I thought was a good idea. And that it would all be handicapped accessible all on one level, and it would give you a feel like your in a library also. I think ah, it would have had to been hard especially in the high school library to be able to have it, cause it was used for study hall and it did not look as nice as what you'd want a library to look with that.

Have you been in a lot of other libraries, like what specific designs and functions did you notice as they were putting this one together?

The flow, I think they were keeping that in mind with that. I am not real sure that I like where the circulation desk is placed in that flow. Especially with that exit door on the west side. Hopefully kids will be, that won't be too difficult to monitor. But if we had, if we had done, made it a public and school library, I think then having that exit door would have been ok. I like the big window, I think that's a good, and the big computer lab, having that altogether; I think that looks really nice, with it. It appears that you have some good storage so they kept that in mind.

What steps were taken place, you mentioned real briefly the public library...were you

involved with that, or do you remember how that all came about or what steps?

Nope I wasn't really involved with that, but Mr. Weber would report occasionally that they had met, that at one point it looked hopeful, and then it kind of fell though and I'm not exactly sure um, where that happened, that it fell through from that. But, ah, it fell through late enough, that we had our plans in place and we didn't want to change them. I recall that. That they were thinking that it could possible be a community and school, um that it would be doable to have the plan that we did, with that. No, I wasn't really involved in that at all.

Does that disappoint you or?

No. People came to that agreement. I was flexible either way. I could see advantages and disadvantages to both with that. I think for a small community, it makes sense to share your resources, but I also understand how um, your meeting different needs of different people, and that might not always be appropriate to share. So I could go either way, I wish that, I felt that maybe the school wasn't as involved in that planning process as we could have been.

Programming for the library..you know the types of programs that was previously done for the elementary library for teaching curriculum? What do you suppose will be planning components for the future K-12 curriculum?

No we never talked about curriculum or use really. We talked more about flow, I guess that goes into use, with um, but I think you've got some good access for the internet to help students become more efficient on researching and gathering data, and your looking like you are really culling books as your, your not just putting all the books back on the shelf. It looks like you're really going through your um, issues that you have right now, with that, but no your doing a good job Christine with the curriculum, I really hadn't thought about that, whether there will be a huge change or not, your easy to work with, you know if I got a project going or you know that if were going to be working with

Newberry books in my reading groups, then you help with that in your computer and library classes. I've always had, no your easy to work with and I you always try to integrate the curriculum with what's going on in the classroom with that, so I appreciate that. So no I don't think there's going to be a major change.

Are there any other pieces of technology that we are missing that we haven't planned for?

How many stations are they going to be able to access the card catalog?

We'll we currently have 6 computers set-up in there.

That seems like that would be good with classes of 20. That should be pretty easy to keep students flowing through to find books when you work with that. I know it's always a, should you spend time, how much time should you spend with students on getting familiar with finding things in the printed encyclopedia versus online. So I think you've got a good combination there with the library and the computer lab, so you can kind of have the best of both worlds. Because you've done a nice job keeping our encyclopedias updated with that.

My overall arching question is how is the development and design of the Janesville School Library, in the district, how is it planned? Are we doing the best for all students? Is there anything else that you can add? What else comes to mind as far as planning?

It is going to be hard to know what we wished we would have done, until we actually use it. At present it looks like it is pretty easy to get around and how your organizing it, where the flow of how students should be able to find books and go through it, and it looks logical to me. I know you're very conscientious of the handicapped and the Talented and Gifted issues so I am hoping that all of those will be addressed and students will have what they... I really can't think what could be missing. I guess maybe for attention deficient we have two classrooms who have windows that share windows with the library, and one of those

	<p>classrooms isn't willing to um, cover the windows, because I think there is going to be times where the library might want, need to have those windows so you don't see what's going on, versus the classroom may want to close their windows so you can't...so that might be with kids being distracted, with attention deficient, that might be an issue that comes up. The heating and cooling to keep it comfortable, hopefully that will all work out. I know we talked about the sunlight maybe being a distraction for presenters to have an issue with the board, but hopefully we'll find money and be able to address those needs as we find them, with that, but I think overall...</p> <p>And furnishings and things, you mentioned that just briefly, can you just talk about that just a little bit more. I'm frustrated that furnishings weren't part of the building process. To me it's like when you build a new facility it would be nice to be able to put new things in it and to make it all come together that way but the energy that your putting in to write a grant and to get things to happened for the facility will be wonderful with that. I'd heard a couple of different times, nope we want to put all of our money into the construction and um the furnishings can come later, so they didn't want to plan for anything like that at all, so hopefully everything is handicapped accessible the computers and the tables but I know that that is not 100% so getting the grants will hopefully will help us to have more access for that. But no it was frustrating not to be able to get new furnishings, I thought.</p>	
Source	Transcription of Interview	Date
<p>Craig Schetwfeffer, Struxture Architects *partner with Struxture Project Architect for the Janesville School Project</p>	<p>Who was actually involved in the planning process of the school project and specifically the school library space?</p> <p>I think it was a culmination of a number of people not only in our office but consultants that we are using. As the project architect there are several people that work along with me in our particular studio within our firm make-up. We're essentially studio C, and I am the partner</p>	<p>2/7/08</p>

in charge of that studio and Pam Johnson is one of the people that work with me and she was a person in charge of this project. She has the title of job captain, and she works along side with me and were the ones that were involved during the drawing stages, developing the plans at the very beginning and then also working with me as we follow it through construction and construction administration. Along with Pam would be our mechanical and electrical consulting engineers who in this case the firm was Gilmore and Doyle. They're a mechanical and electrical engineer and in this case they were the ones that worked with us closely and developed thee mechanical and electrical systems in the building. And also we have our own interior design staff, and Jill Becker was the person involved internally within our office who was involved with the selection of interior finishes, color selections, paint finishes, carpet selection, that sort of thing.

What is the vision and mission of the Janesville Consolidated School District?

I don't recall exactly what the vision and mission of the school is. But I often times, as we get into the very preliminary schematic design, we often times will discuss that with the school district that we work with and how we can incorporate that with the design of the facility, and in this case Janesville.

How then was the library specifically designed to meet the vision and mission of the Janesville Consolidated School District?

Well again, as I had stated, I think we certainly would have talked about that and whatever we were able to determine from that vision, the direction that would have been given to us by a sub-committee or the facilities planning committee that we would have been involved with very early on. We take that information and we start to develop schematic plans based on those mission or vision statements. As I recall on this particular project, we worked very closely with the facilities committee group and I think that they had a number of needs and things that they had identified that began to

allow us to identify and develop plans for pretty much the entire school facility. And then we were able to later on determine at this particular juncture what they wanted to proceed with based on this first phase. I think there are some future plans that are in the makings for other phase projects that will identify other needs that we had discussed at the very beginning of the project.

When you mentioned future plans, can you talk just a little bit more specifically about dates and timeframes and what that might include?

Well and I don't know that that's a decision that we make as much as it is a decision of the administration and I think in this case probably Bob Weber, the Superintendent along with perhaps even the school board are the ones that ultimately will make the decisions based on anticipated revenue and how they will be able to fund those types of future projects but I think what we were able to do in working closely with them in particularly the facilities committee was to be able to identify other needs that the district in particular the school facility may need from the standpoint of making other parts of the building handicapped accessible ah through ADA requirements, or identifying needs that might deal with specific educational needs that the district might have and trying to determine if other new spaces have to be created or going back into existing rooms and classrooms and making those more adaptable to your current needs as far as some of those spaces being quite outdated. I know we talked a lot about energy conservation and maybe looking at some mechanical systems further down the road that would further idea needs to make the building more energy efficient. We talked about window replacement and things like that.

With the library construction, what is the greatest features as you see it as an architect?

I think what makes that new facility nice from the standpoint of architectural appeal and I

guess basically from my perspective, is I like the openness, and the airiness that was created by the amount of window area for example. One of the things that we tried to design into the facility to make it perhaps more appealing for the end users like yourself and the students would be the break up of the ceiling and the spaces that were created as the result of that. I think we tried to make the location of facility such that it was centrally located, which I think that it is nice the way that it ended up. And as far as location with the other facility. And I think just the finishes again, that were able to be created based on colors and accent paint colors and things like that, that certainly Jill had a major part in.

So you mentioned some of the specific designs and functions... is there anything that you can add to that?

I think when we sit down and design media centers in this case, we often want to look at where we access the space and how you have control as a librarian to make sure that you know your circulation desk is in the right location, another concern is making sure that you have good visual control of the students as they are sitting throughout the media center. So I think that's another thing that we tried to identify. And of course we looked at all other kinds of aspects whether it be ah, computer outlets and locations to make sure that they are going to be adaptable to where you want them to be placed and I think we often times talk about lighting and how important that is and making sure the light level is where you want it to be. In this particular case as you recall, we created motion sensors so we can make the building more energy efficient by not having those simply be manual toggle switches so if someone were to leave and forget to turn those off, the lights would automatically go off as a result of the motion sensor.

Can you walk me back through the steps that it took to get to the end result, how early were things started and your involvement with the planning stages?

I think once as we kind of go through the stages that we typically try and create as the architect as we work with in this case the owner of the school district, and particular yourself as the end user, that once we kind of develop the conceptual plan, the schematic plan, that ah, we go back and present to the school administrators and eventually the school board to just kind of develop the spaces and make sure that everybody is satisfied and happy with the way the spaces lay out in relationship to the existing building, in this case since it was an addition. And then as we kind of finalize that, then we get into the next phase which we call our design development phase where we specifically want to sit down with yourself as the librarian, and again the administrators and we talk very specifics within each individual space, like in this case we would have talked ah very specifically about the media center space as well as the separate computer lab and we talked with those people like yourself, about where do you want outlets and what type of a counter space do you want and where, what type of lighting is important in this case and we talk about in the case of the large window that we've place there on the south side, we were concerned about eventually if there was going to be too much light or if it was going to be too much influence as far as the amount of sun that might be coming in so in this case we not only went with a low E insulated glass, but we also went with a tinted glass for that very reason. I think we also did the same I think, as I recall on the other large windows that are off to the sides. We talk about finishes, whether or not you want carpet or hard surface, we talk about ceiling materials, we talk about paint colors, we probably talked very specifically about your circulation control desk and making sure that that's laid out the way that you want it, and the types of cabinets and things that we might have developed back in that area. So we tried to get very specific about ah, frankly as specific as we can make it to make sure that you feel that you have some ownership in that space and that you

had input that we feel is very important because then as you may or may not recall we actually had a design development sheet that if you were involved back then that you would have signed off on that eventually is a complete packet of information that we give back to in this case probably Mr. Weber. And that's an indication that not only did you review it several times but you actually signed off it to basically give every assurance that you had a clear understanding of what you were getting and that you were satisfied.

When did we actually sign off on that, was that like March of 2007? Do you remember?

Not exactly, it could have been, but I would have to go back and check but typically when that occurs is right after we are given the go ahead with the schematic plans and before we proceed into working drawings or construction documents. To us that's the most important phase of a project because we want to make certain that we have given each of you, as those end-users of those various spaces the opportunity to work closely with us to make sure that you are satisfied with that process and we have talked about everything that would be important as you walk into that space once it is completed.

What would you feel is the role of the teacher librarian within the school during the planning process?

Well I think that it's very important just like it is for every other respected space that I think that in the case of planning a media center it's probably critical. As we often times have stated to administrators during this process, that's there's no one more important to talk to then the people that are going to be using that space. I think we depend a lot, even though we have had a lot of experience of designing multiple media centers in the past. We still feel that talking with you is the most important thing because you know your space, I mean you know what the needs are and even though we may help you along the way a little bit with what our experience has been in designing other

media centers, we still feel that we want to hear from you and get all of your input to make sure that again, you're satisfied with the end result.

Did we give you a complete list of materials and volumes that we had?

In this case, I don't know that we did. Often times, if we were to have gone in on other projects and design all new library shelving ah, like we're involved with new public libraries for and example, ah, if we know that were going to go in and design all new shelving and we clearly want to have an idea from you as far as what your total volume might have been back at that point and time and what you might anticipate your needs to be in the future. At which point we would go back and design the new shelving according to...but at think in this case you were re-using existing shelving. Ah! So we probably didn't get into quite that amount of programming for that specific ah, but again I think, if you recall, we went back and laid out the existing shelving to some extent, we also tried to show where tables and chairs would be placed to again provide some assurance for both of us, that this space was going to work affectively.

What type of information gathering assessments did you and your groups take throughout the process?

As I mentioned earlier, that design development phase is probably the most critical and most important phase we feel because again we sit down with you initially, we talk about the space, we find out as much information as we can we then come back and we work up a design development drawing just specially at a larger scale of the library space. We also develop a design development sheet that is going through and categorically listing each and every need of a space that we can anticipate. We talk about flooring, we talk about ceilings, we talk about walls, we talk about various specific needs for water, sinks, faucets, we talk about electrical, i.e. computer, data phone, etc. We go back through and talk about casework. We actually layout the casework as if you are

looking at the cabinetry and we show each individual cabinet and we lay out the number of doors and drawers that would be involved. We develop all of that into a final development and design drawing. We then go back to you , we sit down with you, we present that to you. We go through that, we refine it, we make all those changes and we come back to you again several times with a final set of drawing documents until again you are total satisfied and the administrators are satisfied that we've gone through that process effectively and at the bottom of those sheets we have an area where we asked not only you to sign but also the administrator and at the end of the project, or at the end of the design development phase we give, in this case Mr. Weber, the Superintendent, a complete bound copy of all those design development sheets. The other that I think I might mention here that one of the things that we like to do, as a final assessment of a project is that after you have been in the space, usually sometime during that first 1 year builder's warranty period, we like to come back to you and ask you now that you have been in this space, would you do anything different or were there things in it that you like, or things in it that you don't like or that you would have done differently so we can gather that information and have that available for our information the next time around so.

You mentioned about the tinting of the windows? Right. Will there be some afternoons that it will be excessively bright, even with the tinting and what does your company recommend for that?

Yeah, I think if you find that even beyond what we'd try to do with the tinting of the glass, well there's two things that the glass has I think will hopefully alleviate what otherwise would have been an uncontrollable amount of sun would be the fact that the low E coating on the insulated glass does have a tendency to take away not only the UV rays, but also to some extent the amount of heat build up that you can experience standing in front of a like even a clear day in

the winter time when the sun is bright. But I think the other thing was the tinted glass helps to further to alleviate that problem, but beyond that if you still have problems then I think we need to talk about window coverings and what the choices might be whether they be vertical blinds or horizontal blinds or something like that so.

That would be something that you could offer, should we feel the need?

That is correct. I think in cases where you may want to show an AV presentation, where you would clearly want to control the light, then in that case, window coverings would be very important.

I think you already hinted a little bit on the ADA regulations?

Again, our, its pretty much the norm with us, to identify every area or component of a building project to make sure that it is ADA compliant and accessible and meets the federal ADA requirements. As we look through the books in our office, or as you look through the typical international building codes today, ah, everything that we do from making accessible from the outside into the building and as far as traveling throughout the building itself. We identify all the areas and the requirements should be in compliance with the ADA requirements.

Who overseas that we put our furnishings in correctly?

In this particular case, as I recall we were not involved at all with the layout of the existing shelving. I mean I think that we were to some extent up front as far as how we maybe would have shown on our originally design development plan, how shelving would have laid out and how tables and chairs would have laid out, but I think it was the decision of the administration or the school district in this case to come back and basically re-use existing shelving so I think it was kind of left up to Mr. Weber and the school district to kind of decide how you were going to re-use your existing shelving without necessarily our involvement.

So the school is responsible for figuring that part out.

Yeah.

What type of publicity has this project generated?

I think quite a bit actually, I think it helps in this case, that the district is close to the Waterloo Cedar Falls area, we often times find as we do other projects in more rural school district areas the publicity may not be as good, because it may not be available to them, ah the larger advertising means that like you would have offered here, in the way of the Courier. So I think that you know, we like to see that obviously it's good for us. But I think that I can recall that there have been several times, when there have been articles in the paper about this particular project. I think you know it lends it to offer more public interest and I think that when we were going through the process initially, I attended meetings at the city council ah, talking with the city about how we were adding on to the south to make sure that we met all of the requirements for the city and the city was aware from the beginning as what we were planning on doing.

What aspects of the library process would you change if you could and why?

I think the only thing, and I understand why the school in this case chose to probably re-use existing shelving and kind of handle that on their own, but I think as I go back and kind of reflect on other projects that we have done, it probably would have been, had the school had the resources and maybe that was the difference here, ah to allow us to probably get more involved with the planning of the shelving ah, and maybe the layout of the table and chairs, which may had been the case had that been all new shelving and all new tables and chairs but at which point typically we would handle that as a separate a contract but in this case because it was existing shelving, intended to be re-used and really wasn't something that we weren't really involved it, we didn't have as much involvement or as much planning and follow-up

	<p>design too, to follow through on, so.</p> <p>Is there anything that you can offer me as far as the library construction process, what went extremely well, what didn't go extremely well?</p> <p>We really didn't have an opportunity to talk much when the construction was completed and you moved into that space and that's why I think we emphasize or try to emphasize facts through administration again, the need and hopefully the opportunity to come back and talk to all of you as end-users, I don't know that you and I talked specifically a great deal as the project was nearing completion and as you were beginning to move into that space it was probably more direct dialog with administrators but ah, I know I think that that is one of the things that we will want to come back and try to do here, as you've been in that space for a while and we can kind of talk with you as well as Mr. Weber and the principals and talk about you know if you were to try to do something different next time what would that be or if you have problems with something during this first period of one year, where there is clearly a 1 year builders' warranty period ah, we would expect you to come back to us and we would get back to contractors if you're having problems with something.</p>	
Source	Transcription of Interview	Date
<p>Jill Becker, Interior Designer, Struxture Architects *selected the interior finishes at Janesville</p>	<p>Who was involved in the planning process from Struxture, specifically? Craig Schewsfagger, architect, Pam Johnson who is another architect that is within Craig's studio, maybe Mike assisted some in the details as he might be the draftsmen in that studio as well, and of course, well myself, as the interior designer.</p> <p>Are you aware of the Janesville vision and mission of the district? No.</p> <p>How was the construction of the library designed to meet the needs of education? The design was facilitated in a lot of ways that would work for a school media center. I think</p>	<p>2/14/08</p>

the computer lab is a great addition that could be used by the children to get on the internet, to do research. I think there is enough area for books, so children can learn to properly look up books. I think that now that is kind of being lost, in the industry and in the world.

Everybody just goes to the internet to do research it seems like. A large open space, a nice reception area for the librarian and a checkout area so she can assist the students and that type of thing.

Were there any concerns that you might have had as the planning and construction process went along?

With this project, I came in and picked the interior finishes, so I was unaware if there were any like construction or structural problems usually the architect and the studio will take care of that. As far as I know there really weren't not too many issues concerning the interior finishes, or carpet or paint, and if there was you know I would get a phone call and it would be taken care of right away.

When exactly did you start doing your role, was that like back in May of 2007? When did they bring you on board and can you just kind of give me a timeline of what you actually did?

I came on board, in the summer, or the end of the school year, maybe in May. I completed the color schedule in November and released those colors to the contractor.

Interior finishes check list:

Spec list...samples that have been specified

What specific colors and things did you choose, knowing that it would be good for a K-12 library?

I wanted to go kind of neutral colors, a nice neutral floor pattern that would hide dirt, but that had a little bit of color that I could pull for the walls and accent colors. One thing is that I wanted to use carpet tiles in the high public areas, such as the library, as carpet tile is a big benefit if you know something got spilled on it or something happened where it didn't get cleaned up right away, you can just pop that

carpet title up and put down a new one so that is a big benefit. But the colors again, I wanted to keep neutral with a little bit of fun with accents that also add some sophistication in there so it would work for a K-12 environment.

Am I right, originally there was a talk of having a gold and a black and a gold and a black and um, I'm thinking I'm the one that kind of mentioned taking out some of that, how did that result? Did administration have the final say in that, and did they just decide to do just black, is that what happened?

Yeah, that is correct. Yes, that is the audience that was in on the meeting that day. Yeah they just decided to go a little black that just kind of provided a little entrance near the entrance, I was ok with ok with gold or black it's whatever you guys want and makes the school happy, we make work on our end.

Were there any safety concerns?

Having the ADA concerns, having the aisles wide enough for a wheelchair to access the space and move around, just as a person who is not in a wheelchair. So then a person in a wheelchair can go around look in the library, look at the books and not have a problem. Also another factor was having two entrances/exits into the space where if there was an evacuation of children, they can have different means of escape.

Were there other areas besides the library that they had you work on design colors, carpets, etc.?

Nope it was all the new areas including: the office, the multipurpose room, as well as a few areas around the nap room, and a few renovations around the kindergarten room. So I tried to make everything kind of flow together. The color scheme for this addition to all be the same, same color, same carpet, and resilient floor tile, that type of thing.

Were there financial parameters that made you have to choose certain types of things or what was the priority that was given to you?

I had actually specified a certain carpet, that is what we normally do, for budgetary needs like

that, so I usually try to select a reasonable carpet that also allows in pricing flexibility if they don't like that carpet. And in this instance, I showed a type of carpet that I had specified and it wasn't their favorite. And I brought other options and it was, and it was within the same price range as this new carpet and it was what the product specified. So we tried to work with numbers where we're reasonable so we don't have to increase the budget, and it is what was accounted for in the beginning. I met with the teachers I think two or three times during the month of May to nail down what type of interior finishes they wanted.

Are you familiar with the actual name of the circulation desk um, scheme, was it, was there a name for the kind, or anything?

Yes, I can look that up most definitely and email you with the specs. Then you can get laminate to match with tables and chairs. I would be more than happy to assist you guys to help you get things that kind of flow together.

Do you normally see, where they provide the basic physical needs, but they don't provide the furnishings.

It really just depends on school to school. So many of our projects pertain to education. But so many projects are all different. Some projects I do help with furnishings, and some I don't. I do sometimes help with samples and things. This one went pretty well, where I wasn't or didn't have to go their constantly to make sure everything was going well.

How does Stuxture have you evaluate different things, or what kind of documents do you have?

Documents I have is through notes that I have collected when I met with the teachers 2 or 3 times in May. Again, we have checklists for things on our end, and I communicate with the architect.

What will be the greatest features of the new library construction? One thing would be the natural lighting. There is a lot of natural lighting in the library space and I always think that is a positive thing. The color and

	atmosphere for children has a lot to do with how children learn. The computer lab is a big plus. There is break out spaces where children can sit and the marker board where students can learn.	
Source	Transcription of Interview	Date
Dee Ulrich Business Teacher Technology Coordinator at Janesville	<p>Have you seen the layout and design specs of the Janesville school library? And if so, in what way do you feel it meets educational needs?</p> <p>Yes, I have seen the layout and design specs. I think the new library is a more inviting place to go. It'll encourage kids to go there and read. There's plenty of quiet study area, plus there's going to be some computer access so I think it should be much better than it was before.</p> <p>How about the technology lab, part of that? That in essence isn't part of the library, but it is sort of joined in with the library. How do you feel about the construction of the technology lab in which you teach?</p> <p>There is much more room than we had before. The only problem that I have is that the plan was for 22, and obviously there is not room for 22 in here. We have it set up for 18 currently, but other than that...</p> <p>How much would you say that you were involved with the planning process?</p> <p>My involvement in the planning process was very minimum. I kind of would have liked to have a little more say, just because the windows are glaring on the screens, so I wish they would have thought of some of those things. So maybe window treatments are definitely something that maybe you should have had. And definitely not enough computers and more storage would have been nice.</p> <p>What do you know about the library's purpose and design for educational services?</p> <p>To me the library's purpose is to provide research materials for the upper levels, education on how the library works, how to find things and so forth for the elementary kids and of course to provide fiction materials for the kids to read for enjoyment.</p> <p>Did you have any involvement for the library</p>	2/22/08

in the planning process? I don't think I did.

How many meetings did you attend for the complete construction planning process?

I don't think I had any group meetings. I had one personal meeting with the data guy as far as the connections, but as far as that I don't think I had any say so in anything.

Did you have to sign off on any spec sheets?

No I didn't. The only thing I had to sign off on was where they put the grommets in the counters. That's it.

What was your viewpoint about the possible public/school library?

It probably wouldn't have been a bad idea if they combined resources. I think there were a lot of politics involved that made it not happen. And I'm not so sure, who was going to watch it when, and when it was going to be open, and who was going to be in charge, how all that was going to play out, and that is probably why it didn't happen.

Looking at the space that is here now, is it large enough? Are there things that you would change?

I think that's large enough considering our size. I think that they should have had a plan for furnishings. I don't think that they thought ahead to do that and they should have but other than that, I mean it's a beautiful new library but it's still the same old shelves and the same old tables and nothing new so.

What part of the library construction process do you feel went well?

I think that it was done on time, I think that that was the plan was February and it was done actually ahead of schedule. The beautiful window I think that is wonderful. The lights I think were something that didn't go well. The automatic lights I think were something that didn't go well. The automatic lights without having a built in dimmer. No way to control the lighting.

What type of publicity do you feel this project generated? Locally I think this project generated a lot of publicity just because the school hadn't been remodeled in years and

years and years. I don't know how much out of local it generated yet anyway, until some of it hits the paper.

Are there aspects of the library development planning process that you would change?

The lab I just wish I would have had a little more involvement in. As far as the library process, I'm sure you were involved in a lot of that.

What is the vision and mission statement of the school and did they have this in mind during the construction and planning process?

I think that they had it in mind. My only concern is we took away a lot of classrooms and we didn't really add a lot of classrooms back. So other than the library and this room, did we include students enough, or were we thinking of the way things look, meaning the offices.

What are the concerns that arose during the planning process? Concerns would be that the lunchroom was many months behind at first and a big disaster. But on the positive side, it is a beautiful lunchroom. It is much more convenient than it was before because of the handicapped accessibility. Like I said before we took away like 7 classrooms and we only put back a few. So if we would grow, where are we going to add those extra classrooms?

What would be the greatest features of the new library construction? The greatest features would be the lighting and the windows. And if you could set up a casual reading area in front of those windows, I think that it would be such an inviting area for kids who want to come in and read.

What about the change of the purpose, without study halls?

I do think that is a good change. I don't think study hall should have been in the library because the library should be a quiet place for research and reading and that's not really what the study halls are being used for.

What steps should have taken place in order to effectively plan for the newly constructed

	<p>school library? I think most of the steps were followed and I think you were included which was a big thing and how things went and maybe some other people should have been included, because study halls were going to be affected of course we don't always have the same study hall teacher as to why that change was being made and other than that, I think everyone that needed to be in it was involved with what the library was supposed to be like.</p> <p>What is Janesville's programming needs for elementary, middle school, and high school needs? I think the elementary already has appropriate library classes with you. For the middle school and high school, I think once at the beginning of the year or something, help them know where everything is and what they can use. Maybe with the help of the English teacher, most of these kids don't know how to go about doing research. They get on the computer and they just go to any website you know. And you know they must learn how to know what is valid and appropriate information and how to limit their research, in general. I think that is what middle school and high school need.</p> <p>What information gathering and assessments were taken throughout the process? Were you given any memos, updates? Just the general updates with the entire faculty. This is going to be done when, and this is going to be done when. That is pretty much what I heard throughout the construction. I got a little more involved toward the end when it came down to where they wanted to put things in this lab and the wiring and so forth as far as the computers go so.</p> <p>Are we ready for the future the way the library is designed, and meeting technology needs? I think the library itself is pretty much prepared for the future.</p>	
Source	Transcription of Interview	Date
Beth Ann Scott Janesville Public Library	What was your role in the planning process of the Janesville School Library?	2/25/08

<p>Director</p>	<p>The public library was contacted in the very early planning stages to see if there was any interest in a combination public/school library facility. In July of 2005, the library employees and the board had heard talk of a possible merger with the school library. In October Bob Weber met with me to discuss the possibility. In December he attended a library board meeting to discuss the ideas with the entire board and over the next several months there were various meetings that took place at both the school and the public library. In February, there was a meeting with representatives from UNI and the Northeast Regional Library were there to answer questions and help guide everyone through this process. Several members of the library board and school representatives visited other combination libraries in the state. As for me personally, I was a part of the joint school/public library committee that was led by Ken Davenport from the regional library that was established to further research the idea. And that committee was made up of representatives from the school and the public library and the city council. There also was an Iowa joint use and library guide that was sent from the state library to help in the decision making process. And then finally in April of 2006, the library board decided that because of the many concerns that could not be resolved, they would discontinue the investigation of a joint school/public library project.</p> <p>Have you recently been in the library to see the space, or have you seen a blueprint of the library?</p> <p>Yes, I had seen an initial floor plan of the library, when we were going through the decision making process. And it did look very nice, and I did like the plan and everything; I just wasn't sure it was big enough to accommodate both libraries together.</p> <p>Have you been to the library recently?</p> <p>Yes, I was there briefly during the book fair. I took my granddaughter up there. It appears to be plenty of space for the books. And I was told that the space in front of the windows would be</p>	
-----------------	--	--

a study area with tables and chairs once the book fair was moved out. There was also a very nice totally separate computer lab, but that design is very different from the original plan that I saw. Because the original one that I saw had the computer lab incorporated right into the library where all the books are right now.

What type of publicity has this project generated?

Well I suppose I have heard both good and bad things. But on the whole, I think the public is happy about it and glad to see things happening at the school.

Do you think the new construction will draw people to the public library, now that kids have a better understanding of what a real library might look like?

Well we can only hope that will be the case.

Are there aspects of the process that did occur and you would change, what would they be and why?

I guess I really wasn't there for most of it. From the public library point of view I guess the only thing I would have changed would be the way the public library was gone about how they...you know, we had to hear through rumors or just someone on committee coming in to take measurements on our library about this possibility. And I think it would have been better, had we been talked to about it, you know right up front, rather than hearing about it from other people. So you know, other than that, I think things seemed to have been handled fine.

In what ways does the construction process meet educational needs?

What I know about it is that it is to be used by the whole school which would make it available to K-12. I'm not sure but I believe someone has said that the computer lab is for the secondary grades. So I don't know that the computers are available to all of the kids or not. Other than that I really don't know I guess.

How many meetings did the public library have in order to think this through, that sort of thing. O boy, I don't know. Are you talking, I mean there were library board meetings, there

	<p>were you know a couple of meetings at the school that we went to. There were the meetings on this committee that I talked about with Ken Davenport. There were a lot. All pretty much within a 6-9 month time frame.</p> <p>Can you recollect on the day that there was a tour of the other facilities?</p> <p>I do not know the exact day of that. At our January 16th meeting, I think we talked about that tour. I think that probably helped to see other facilities that were joint, ahead of time before making a decision.</p> <p>What was your overall viewpoint about a possible joint school/public library?</p> <p>Well I had a hard time with it, because I kind of went back and forth. At some points I was ok with it, and at other times, no I was not so. But in the end, I did agree. I definitely think that the board made a good decision. There were just too many cons I guess. And the pros and cons weighing of it. And I think that they outweighed the pros. I don't know if you want, I have a list of concerns that myself and the board had about why we were concerned about whether it would work or not. I don't know if you want that list or not.</p> <p>Maybe. Yes. Thanks for the interview Beth Ann and I'll be in touch if I need any other documents.</p>	
Source	Transcription of Interview	Date
<p>Sandi Carrol School Board President</p>	<p>What was your role in the library construction process?</p> <p>I've been in the position as the board President throughout the entire planning process. Which I was actually on the board when we did our initial school (golden castle) plan back in 2001. And since our recent project, it was more supporting the creation of our community organization, kind of our citizens committee to kind of walk around identify some things that the board had already. We kind of did some bullet points of kinds of things that we saw and had identified that the school should look for and mine was just more of in a supporting role. I didn't have a lot of the active ongoing</p>	<p>3/11/08</p>

involvement. It was really just kind of supporting and talking, when it was brought back and talking with the board to make sure all of our visions were the same and what was best for the district.

How many times did the proposals and ideas come to the board? I know we had monthly updates with either Mike Zwanziger or Vicki Hunemiller or through Bob. They brought questions back. They went through Bob, and they used Bob as kind of their vehicle of communication sometimes. Because he could send out and get a hold of each one of us individually or via email. Or, pretty much at that time point it was phone call kind of, what do you think about this, or they had come up with this, or what to give a clearer direction of what we were looking for, and you know they definitely brought back their opinions after their group had talked about some different ideas so, a minimum of once a month and the earlier stages probably once or twice a month we would get feedback. And, it was just follow-up questions from them.

What part of the construction process would you say went well?

Once I think we got the building itself kind of opened up, you know because obviously we did some of remodeling versus new construction, I think everything really flowed pretty decent. As with any project there was a little bit, you know, of miss-communication on some of the electronic, some of the heating units and those kinds of things that were a little bit of a delay. And, the initial sewer lines out front and just some of the skeletons in the walls when you do remodel versus brand new ground up. But, I think for the most part we really didn't have any strong hiccups on the construction side. I know it got a little crazy for some of the faculty. You know just inside having to deal with the relocating of classrooms but everyone did a fantastic job with that. So I think it went pretty smooth.

What type of publicity has this type of project generated?

In some of the activities and I have not gone to as many as I did say a year ago, feedback even just though community when your out grocery shopping and you see people and they know that your from Janesville. I definitely gotten positive feedback from residents in the Waverly area, residents in the Cedar Falls area that I know or who know of Janesville, and glad to see the small schools able to be successful and glad to see that Janesville is fighting for everything that they can do. And just an overall community pride, and just saying your from Janesville and you don't go someplace and people say, "when are you closing?" which unfortunately, we had heard for a few years there, every time we went somewhere. "Well I heard you were closed, I didn't know you were still open"... I think just the equipment being so close to 218 and with Kwik Star being as busy as it is. This project has just turned heads, and people realize that you know that it wasn't a slowly sleeping community or school it was a vital energetic project and were still going on. So I've really had positive feedback. I've only actually had 1 negative comment. And that was solicited when we did the home show. I had one gentleman that said if it was up to him, he would have closed the school. But that was all he said.

Were there any aspects of the library development process that you would change looking back now and why?

I guess I really wish that we could have, and I look at it on a community level, I look at my position as how the school will benefit the entire community and I really wish that we would have come to an agreement with some sharing with the community library. I know that with the space restrictions that they have, I really thought, you know, I was really hoping that we could come to some working plan and project that would have benefited the community, as would the school in the long run. I guess I haven't given up that hope that that could happen in the future if there was a phase II. If we could look at a joint, I just think

that would be, the school and the community are just so tied to each other. I don't think we can begin to realize how much we rely on each other for our success. And I just think that would be another catalyst. I just think that would be another look at the community that is just holding together. I mean you hear of so many different places that this is versus this, or this is kind of my space kind of thing and it would be good to have a unified front when its necessary. You know, or advantageous, I guess. I guess that's really my only bummer.

What types of evaluation took place from your position? And how often and to what extent? Evaluation as far as the construction and the library? As far as evaluation goes, we took tours almost every other week, we kind of walked through and to see kind of where everything was at. On the library side, I know it was very important I know that there was an area that could be inclusive so that we didn't have computers in one area of the building and research materials end, and being able to combine the areas of electronic research as well as the hard copy research. You know that was very important to us, to be able to combine those to make it more efficient for the kids and to be able to see how they compliment each other. To see those two kind of come together like they did and just the accessibility of the computer lab for the future making it, having its own separate entrance and things was definitely a futuristic vision, or I don't even know who suggested that so that the community in the future if need be or for a special project or whatever, could be open after the conventional school hours, without interrupting the entire building. But mostly a lot of brains were talking and then we got to walk around and see it and then say oh, before things got, and say oh, or what about this, or what about this.

What do you feel are the greatest features of the library construction project?

I really like the windows. I just like the natural light and think and I don't know all the right terms or things, but it just seems so much more

inviting than sitting in a room with little windows or very minimal natural light coming in. It's much more energetic I think, or an endorphin building or I don't know what I want to say, ha, ha. I really like the windows for that purpose and then I think it's really inviting from the outside. I mean you drive up and you see the library. You see, it's like a window into the school and I guess the library is always a critical piece of the school. I mean without the references and being able to go back and look at you know and history and activities and choices and just life stories. It really limits what we give to our kids and so its kind of a metaphorically, its kind of a window in and a window out. Kids can kind of look out and see what's there and the world can look in and say these are our kids what else can we do to make it better for them, so. So I really like the windows.

What about the districts programming needs?

What do you feel are future programming needs of that space? I guess I am really supportive of the dual credits. This is something that we can do for our high school students on behalf of the college and I think a lot of that can really tie in with the computer lab that you know adjoins with the library there. I guess I would, it would be nice that we could do, and maybe there is something that we can do with that and offering like resume writing. We could use library resources as well as the technology availability. We could get the soft space set up and maybe could expand to more into our health care, with family development and things like that where you can actually get into more comfortable real-life, you know real conversations with kids where it be elementary kids or high school kids. You put them into a comfortable setting outside of a hard classroom kind of setting, and sometimes you can get generate more real-life interactive conversation. And kind of that thing, rather than the library stereotype of "shh it's quiet time." And, rather that the environment itself is just so inviting that you can create

things that we can use it for that we haven't even thought about yet.

What would you recommend as far as considerations for material and non-material items? And their priorities? For example furnishings and resources?

We definitely need some more table space. I would I guess, and obviously I don't use the library that much so this may be kind of an antique comment. As I remember libraries, chairs and tables, and I don't want to say institutional, that's not it but it was very regimented in its set-up and I've you know, seen libraries something in schools and in communities, municipals, kind of like the soft areas and the inviting areas, and I would hope that we could combine both of those areas so. That really didn't answer your question, but I guess I would like to be able to you know, have that work space, work place availability without over whelming it, and over crowding it and take away from the open spaces and I want to sit on the floor and read a book, kind of thing.

Does the board have to worry about the federal ADA regulations? Whose area is that? Yes, ultimately it would come back to the board to get those changes made. Obviously it is one of our functions and it was one of our catalysts for the re-image was even going back to put the first lift in, over by the elementary gym to make the two levels acceptable. It is the boards responsibility as I understand it to make sure that the school on behalf of the district is meeting those requirements. A lot of times, our fire marshals, if were not up to the latest code, our fire marshals will help point those out to us, and give us that advise. The contractors of the architects are also responsible for making sure that what we implement and what we create meet those standards and those codes. The building inspectors when they come through will be the ones that say yeah or nay. Those should be approved on the architect design when they are submitted for approval. We don't have to know them; we just have to make sure that we are meeting them. So they all really

kind of come to us and most of them come pre-approved in the plan.

Is there another phase for the library to get furnishings?

We knew initially that that would be the next phase. And were at that point now, so that is something that we definitely have to do. Knowing that we could probably make it work with what we have right now, but the board is not slow to make decisions but we definitely have a nice balance on the board to challenge each other as to looking at all of our options. We have not addressed that strongly but we know that it is right there. I think your proposal was the first one that I can really remember seeing that gave us some idea, what we were going to need once we got shelving and stuff into there and going from there. Its always easier to see the space and then fill it, versus see it on paper and then try to figure it out and say well I wish I would have done this. I think that is where were at now, and now we can see it.

Lastly, my research focuses on the planning, what else can you tell me about how the library is planned?

Just going with our mission statement that Janesville school is promoting contributing citizens and lifelong learners, the library, is kind of putting it in the center of the school and making it sensible for multiple pieces of the schooling and to K-12, so there is an interaction between all of our kids, even if it's through a visual or recognizing that they're there. I think really plays into our mission statement. You don't live in a segregated neighborhood. You have kids and elderly and everyone, and that goes back to my, you know, if we had the ability to start something joint because it would open up the entire community that would support life long learners. We tell our kids for 12 years that we want them to be contributing citizens and lifelong learners. And then afterwards you can't come back and use your library anymore. So it's kind of like ahh! You know, were not really supporting what we have been advocating on the past 12 or 13 years. But

	I really think you know putting kids first and keeping the focus on the kids and the positives and then really supporting our mission statement was kind of a driver on the library being a key piece of our remodel. And bring it into every day school versus upstairs to a makeshift space.	
Source	Transcription of Interview	Date
Robin Johnson High School Secretary, Assist Superintendent and Athletic Director	<p>What part of the library construction process went well? What was your role? I think my role was very minimal. I do remember joining with another group of staff members deciding on colors and patterns and how things should be set up. So I had a little input on that. I think it went real well, as our timeline of getting it done I think really turned out well. I think it took a little longer than they expected, but overall it went real well.</p> <p>Can you explain as far as the actual process, what types of minutes and documents were you asked to keep? I keep some data on my computer for the Superintendent. As far as at one point they had a committee to ah, a committee that formed and I kept names, addresses and that kind of data on my computer for the Superintendent, assisting him with that. I sent some mailings out, memos.</p> <p>So do you have a facilities committee list, a citizen's group committee list, building committee? Yes.</p> <p>What type of publicity has this project generated? I think very positive publicity. Something that the community of Janesville needs. Being a small community as it is, anything new and exciting like this is a real positive...</p> <p>Were there any aspects looking back as far as the planning went on, of things that did not go well? Well it was quite dusty. I do remember that. I think when your in a big construction project like we were, your gonna have to expect those things to come up as far as the dirt and dust. Overall I think things went real well.</p> <p>Did you attend any board meetings? Was</p>	3/14/08

there any other involvement that you had?

Just a couple of meeting with the architects. When they were drawing up the plans for other parts of the building, not necessarily the library. This pertained to the concessions area, because I was on the boosters at the time. The office area, a little input on that with the construction. That is about it.

Now that the new facility is built what would you say would be the greatest features of the new library construction?

Well working in the office area as much as I do, I really don't get over to the library as much as I'd like to. But what I have seen over there is tremendous. I think its going to be a real asset to our staff and students here at Janesville. So I think it will help tremendously you know with the kids getting information that they need to get and to pursue and to educate them throughout their career here at Janesville.

Do you feel it was designed for present and future functions?

Definitely. Definitely. Um, with computers in there, the kids really need that access. That's a real asset to the kids these days. And as well as the books themselves. I've seen a lot of orders come through the office for new books, lots and lots of new books. So, it looks like they're doing real well for getting the materials in there that they need for the students.

What would be the role of the teacher librarian within the school during the planning process of the library? As far as steps, things to consider.

You know I do remember that they used to have an actual class taught by the librarian that explained the system on how to access and check out books. As far as the card catalog and how to use the card catalog. I think that would be a good thing for us to have again, is an actual class for that.

Is this for middle school? We are doing it for K-5 right now. You are doing it for K-5? I bet it was middle school at the time. So yeah, I think that would be a real good time, if you're doing it for K-5 right now, just a refresher

course also for the middle school, maybe at 6th grade would be awesome.

There were no funding considerations for the library or the office. What are your feelings on that?

It's always nice when that money is available. I think the question means, the district really didn't provide the purchasing power for you for the media center. You know I think a lot of fundraising goes on. I think it would have been nice if the school could have set aside so much for the library. That would have been nice. Yeah, I guess just doing fundraising, I guess that is what our option is. There really isn't much else to do in that area.

I have heard of another phase II, but I am not absolutely positively what that is? I was assuming that was more for outside furnishings, like a parking lot, and landscaping, if I'm correct on that. But I would have to double-check on that. But yes I had heard of a phase II. I don't recall of a phase III.

What information gathering assessments were taken?

Do you have any documents that you needed to type up? No I really wasn't involved in that. I did see a lot of documents come through from Structure Architects. They had to do additional contracts, or change orders, types of things. And they had to be approved before they proceeded with the construction so.

Knowing that my research is on the actual development and design of the Janesville school library and how it is planned. What else could you add to help others learn about this project?

I would just say, go ahead and form different committees for different areas. So you make sure everything does get covered. Ask every staff member in the building, instead of just faculty. Go to every employee in the building, maybe it would be nice if every employee in the building was on a particular committee and had input on everything at the beginning and then broken down into, what area you would like to continue giving input on. What are your

	<p>offerings to the project itself on what should be done in this part of the building or this room, or yeah.</p> <p>Are you saying that perhaps there were a couple people in the district that had to do like the bulk of the work and some of that work could have been unloaded unto a few other people?</p> <p>No, I'm just saying make sure everybody is involved in the planning so details are left out. Because everyone has an opinion about this or that and then after it is done, somebody might have had a suggestion that should have been brought up before the project started. You know we don't want any afterthoughts. I had heard people say that there is one particular area that people have approached me on is, the design of the main entry for the concession area, and this don't have anything to do with the media center itself but the main event entrance from the back, how they designed that coming in um, because we have to take admission then they have to go back out past the admission to go to the restroom and come back in and so then it's hard for the person taking admission to decide who has paid and who hasn't, and have to check and re-check people so. But as far as the media center itself, no I didn't have much impact on that, except I was there for the colors and picking out carpet and wall color and countertop.</p> <p>Now explain that a little bit. As far as picking the colors and the carpet. Wasn't there already some things picked out and we just kind of went there.</p> <p>Yeah, I think the majority of us thought neutral colors were the best way to go. Not to go overbearing with the color scheme. Keep it something that will stay modern with the times and not go too wild with that. And I thought we did real well with the picking out of things.</p>	
Source	Transcription of Interview	Date
Dr. Barbara Safford School Library Media Studies Department Head	Explain your role in the Janesville library construction process? I really didn't have much of a role but I was	3/24/08

invited to an open conversation about joining the public library and the school library in one facility. This was somebody's idea up there of wouldn't that be a great way to combine resources, to save some money and to provide better services to both the school and the community. And I had been involved in two other such discussions in the state of Iowa in the last few years and was happy to come and talk about this. I might say that I have completely reversed over the years my opinion about the sharing of school and public library facilities. At first I thought in the olden days that this was not a good idea because of the difference in function of the two facilities, the two kinds of libraries. But as I moved to Iowa and saw the small schools in the small towns and the small town public libraries, it seemed to me that this is a good thing to do. So I went to that discussion pretty much an advocate for joining facilities. And it was a good discussion. Ken Davenport represented public libraries in the Northeast Region. He was also one of the invited guests that evening. The public library people were there, the community members, the teachers were there, and it was a good session I thought.

Were there follow-ups from that particular meeting that you were involved in?

No. There were no follow-ups. I heard from various sources, what some of these opinions and conclusions from that meeting turned out to be. But I didn't have any formal follow-up.

Can you explain a little more specifically your tasks? Were you asked to bring anything to the meeting? I don't remember if I was asked or not, but I know that I had some documentation with me of some. One document in particular seems to me to be a good document, discusses the administrative decisions that have to be reached if there is going to be a joint facility. All sorts of things about board of education and public library board, directors, criteria for directing, the education that is required of a school librarian, budgetary difficulties, and one of the reasons

that I liked this particular document is that while all of these things, when you talk about them seem to be completely unmanageable...it turns out that they can be accommodated all these different things can be accommodated and it has and does work. I've possibly should say in answer to your previous question about you know who invited me and how much and when and all that, I should say that a gentleman who had been involved in the early discussions about combining the libraries and the planning for the school had been in touch with me earlier, before this meeting and had asked me to provide him with information and documents about joint libraries and indeed I had presented him with several articles including this article that I just talked about, about all of the concerns that need to be dealt with and this article that explained, yes they can be dealt with, and that it is a possible combination and that it works well in many places.

Did you have any concerns that arose throughout the planning and construction process, you as a professional in your field?

I was a bit disconcerted during the meeting rather that it seemed to me that the building planning was going on, or had gone on before any of these decisions were made and that just seemed to me to be a bit backward. It also seemed to me, to be a major cause of the reluctance of the public library people to be involved. It seemed to me that they too realized that the planning and construction had pretty much gone on without them having any input as to what the facility would look like. A facility was presented to them that would be separate from the school that would have external entrances so that the public could come in and use it. That was about it as far as the facility planning had been done. It was an idea, but it was an idea that had already taken the physical and concrete decisions that had been made about this. So I thought that, that was a concern.

What were the positive aspects about the planning and construction process if any?

I thought it was wonderful that Janesville

wanted to do this. I thought that the two library facilities in Janesville of which I had known and indeed had used as a visiting librarian for about 5 years. I think in a school district that size, it's silly to have two separate facilities, one elementary and one secondary. So as far as positives are concerned, I thought one yeah, you're going to do something and two your going to do it right by having just one facility.

Did you see a blueprint of the library specifications?

I did not see a blueprint, but heard a description of where it was going to be and roughly what the outside was going to look like and how it was going to be connected to the school and that there was going to be one library facility. That's all.

What would be the greatest features of the new library and what would be the deficiencies?

One might say that external exists can be both deficiencies and advantages. And if the public library is not going to be involved, then I have immediate concerns about external entrances and exists. Because those tend to be problematic in a school library and require expensive alarm systems so people don't use those doors inappropriately. So that would be one of my concerns. Lots of concerns really, had know idea what the internal facility was going to look like, thought provisions had been made for any kind of functional use areas within the space.

What would be the role of teacher librarian during the planning process? And what should be done from their position to move the project forward?

I've been involved in probably 3, 4 library school library and public library, either new libraries or extended revisions of libraries and the first building project I was involved in, thee ah, superintendent and the architect had totally planned the library by themselves. But the good point about that was, the superintendent said give me the biggest library that you possibly can and the architect had looked at school

libraries to see what they were supposed to be like and what we ended up with was a huge space with lots of flexibility. So we could do just about anything and at that point, the planning was turned over to a librarian and the library media supervisor should by the furniture and the shelving and to arrange everything. And so we were able to have a really good facility that way. Unfortunately the architect had forgotten things like coat closets for the librarians and a few other little details and other than that, just by giving us flexibility and letting us buy the furniture that was really good. The second time in the same situation, the same county district it was to be a new building and a totally new facility and a committee of school administrator people, planning people, budget people, parents, teachers, students and school librarians spent a year deciding what the library facility was going to look like, including visiting other school libraries both within and without our district. We were a subcommittee of a large school planning committee. So we spent a year and had almost weekly meetings trying to plan the perfect school library. Then I moved away and never got to see it. But just last fall, I went back to see, to that district and asked specifically to see that school library. And that's now been twenty years ago, and its still a good, vibrant, flexible, school library. So I think that long planning process resulted in a school library that was able to make the switch into the computer age ah, because we had planned such a flexible space. It is still such a very attractive room and functional. In another situation, I planned another school library from scratch and in that situation as far as I'm concerned that was the best of all possible worlds. The architect interviewed me about what I wanted in the library and asked me why and how often it would be used that way, and we talked about areas within a library and how they should be used. Then he went off and he visited other school libraries and he would come back to me with a drawing or he would send me a drawing and say be ready to discuss

this when I come back. And, he would be back in about a month and I would tell him what was wrong with plan and he would laugh and he would say oh now I get it. Or, he would say oh yeah in the meantime I visited this other library and I saw how that space was used. And he would change it until he and I had a perfect library which then he ran past parents and teachers and administrators and board members. But by the time it got to them, he was such an expert on what a school library should be and do that he was able to explain all of this and of course I think coming from the architect rather than the librarian, it made an even bigger impression on the people that he reported to. And that library was built. I just saw a picture of that on the web the other day and it looks very modern, very functional, and very flexible. Obviously I think flexibility is the most important thing about this big space that's called the library. **What steps could you comment further... should take place in order to plan a library effectively?** I think that the school district needs to do a needs assessment of some sort. Why you need a new facility, and then what should that facility do, not what should it look like, but what do you want it to do. And after you describe the instructional and collection features of a new school library, then you need to begin to look at space. But before you do design you need to look at individual space needs. A library in a school needs a teaching space. It needs storage space, it needs computer space, it needs reference space, and it needs various kinds of space. Obviously it has to have a circulation point. The circulation point has to be close to the doors that go to the rest of the school. It needs some media planning space, it needs video space, video editing space. So all of these different functions of a school library then have to be put into a physical plan and then one needs to think about how these different spaces relate to each other within the grand total of space. I think you don't want your instructional space and your children's picture book

collection right next to your quiet reference study space for example. Nor do you want the instructional space just inside the door so that everyone who comes in the door has to walk into your class just to get to where they want to be. Just those little kinds of functions within the greater space and then how the functions relate to each other from space to space are all important. They all need to be looked at. Then you do need to go look at other libraries, you just have to go and ask the librarian what you like about this library, what you hate about this library. So you need that kind of external input from people who have recently done this. You need to make technology decisions early. Is the whole thing going to be wireless with laptops, which is what I would recommend or are you going to have fixed computers. You may want to have some fixed computers and some laptops. Sign out a laptop at the circ desk and go anywhere in the library and use it. That would be my current thinking. But the school needs to talk about those kinds of technology things. Why spend lots of time and money building in fixed computers which takes enormous amount of space whether they're being used or not when there are some alternatives. Is there going to be a whole computer lab in conjunction with this library and I would hope not. But there might be. People are still doing computer labs and is that backward thinking. Is it going to be a storage space for portable laptops that can go anywhere in the school for limited amounts of time? How many books are you going to have? How many books are you going to need in the information age? What other kind of storage are you going to need? Do you need space for kids... for elementary school kids in particular, to put on plays? To do video taping? There are just all kinds of questions that the school needs to ask about how it's using resources now, how it might want to use resources in the future if it has the right facility and then you need to go beyond that and say but what if the day after tomorrow we don't need computers anymore?

You need to ask those kinds of questions. And guess what? You build the most flexible facility that you can so that it can be changed so that it can deal with whatever comes around.

Let's say that we have the most adequate space and now we are searching for furnishings. An individual library committee has been set-up to discuss furnishings to seek grants; we have applied for two grants.

What expertise should we get before we actually go through with purchasing of things? To deal with reliable library companies, especially for shelving, somebody in your community could say oh heck I can make bookshelves for one fourth that price. Don't ever do it. Shelving needs to be made by experts. You want all the furniture you can find to be as flexible as the facility. I cannot imagine, not buying shelving that's not on wheels. There now, it's more expensive but in the long run that's what you need. You can actually break them, and I mean actually put on the brakes so they're not going to be shoved around by kids. But when you want to change the facility, all you do is allow the steps to come down and then moving the shelving anywhere you want. Also it is generally only waist high. It's short shelving so that you can see over it and maintain control over what's going on in your library. So you don't have any shelves your kids can hide behind and I cannot imagine a new library not having movable shelving. That just to me is such a really flexible thing to do so that would be one thing. Chairs and tables don't have to be made by a library company; on the other hand, they do make really nice ones. But you could get less expensive things from your office supply company or prison produced furniture. We've had really good luck with Iowa Prison Industries furniture. That's not a bad thing do at all. At all costs, you will avoid metal table legs and metal chairs because you don't need that kind of cacophony. You probably want carpet that is in tiles. So that if there is a disaster one tile could come up and you don't have to

replace the whole carpet. There are all kinds of things now that have been specifically designed for flexibility. You want small tables that you can move around. You don't want huge tables that have to be in a certain place because that is the only space for them. So I think flexibility is again the key to buying furniture. I highly recommend wireless computers in the library except perhaps for a couple 3 or 5 library catalog stations which you might want to keep in a reference area. That's not to say that kids could access the library catalog from a wireless catalog in a loft somewhere in the library. Since this is a K-12 library you need to make decisions about whether you're going to try keeping collections separate or together. I think separate collections are kind of ridiculous and inefficient. You're going to need to make collection decisions about... is all your encyclopedias going to be electronic or are you still going to have paper copies. Are you going to have a paper copy reference collection? And where should it be. Is there going to be library office and storage space? Those are important things. I think a librarian desk belongs on the floor, but a librarian does need a place to go get some work done some times. How many people are going to be working this library? Is there going to be a fulltime associate working this library? And where is that person's desk and workspace going to be? So the furniture can't be decided on, until the function of the building. In addition to shelving that needs to come from a library supply company, please so does the circulation desk. Don't try to build circulation desk. They just end up disasters. Remember that if you do have circulation desk that you're probably going to have some hard wire computers there to run your circulation system so the desk needs to be at an appropriate height for computer use and for PK-12 kid use. So part of your circ desk needs to be shorter and part of your desk need to be taller. So look at your needs or students and functions and then you pick your furniture. One thing that is probably a waste of time is to buy things like

atlas stands and dictionary stands. Those things just take up space and are really not very functional. And don't forget to buy book carts. People are always forgetting to buy book carts. And I think you'd want those from a library supply company too. And don't buy metal ones; buy wooden ones.

Would there be anything else that you would want to add knowing that my entire research study is on the development and design of the PK-12 library?

I think that to try to plan a library without input from the librarian from the very beginning is always a mistake. I think that the public and school librarians should have been talking, long before anyone came up with here's where the space is going to be and here's what it's going to look like. I think that was a real problem.

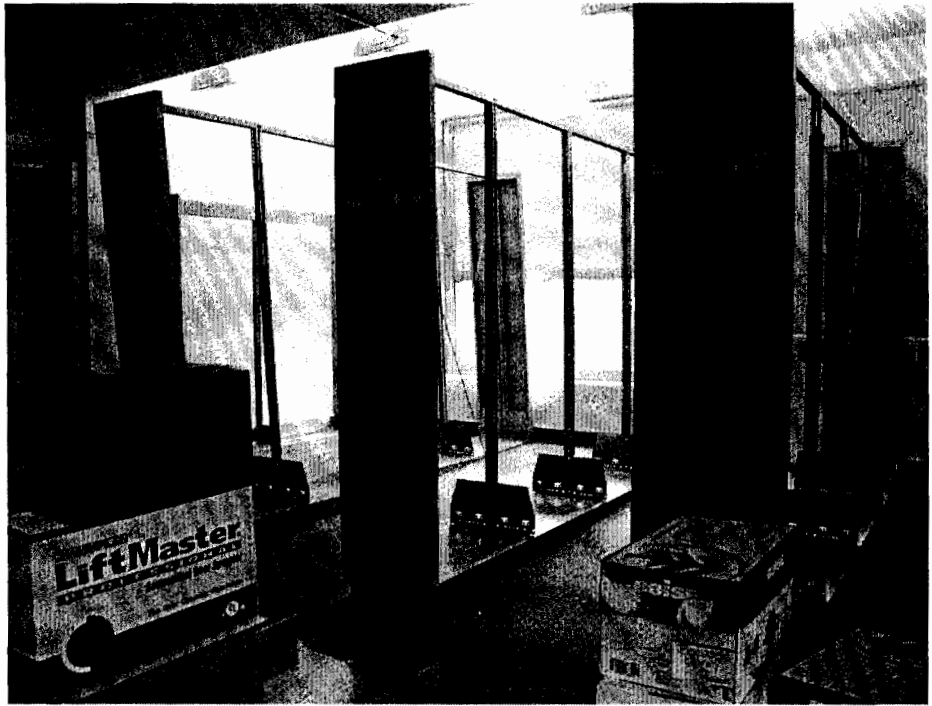
The very first meeting I could look at the public people's faces and see that at least part of the hesitation about this project was that they had had no input into what this place was going to look like. I think that too often, the only people who know what a library does or should be doing are the librarians. And so to try to plan the space, when I worked one on one with that architect, it was a constant aha experience not on my part, but on his part. I didn't know that's what you did in a school library. And the next time he would come back and he would say you were right. That's what goes on in school libraries. But nobody knows that except for the librarian. So that the librarian wasn't involved from the very beginning is problematic. At the same time if the librarian is given a very good flexible space then say, somebody says here; now make this into a real library. As long as the space is flexible good, but there will always be little things and not just little things, there will always be pretty major things that are wrong with this library if the librarian isn't involved from the very beginning.



March 19, 2007 was the groundbreaking day for the entire building project including new and remodeled facility spaces.



This shows the packing of library materials to be temporarily stored in the elementary gym until the new K-12 facility is complete. The old high school library was located on the third floor of the 1922 building. This process began, April 11th, 2007.



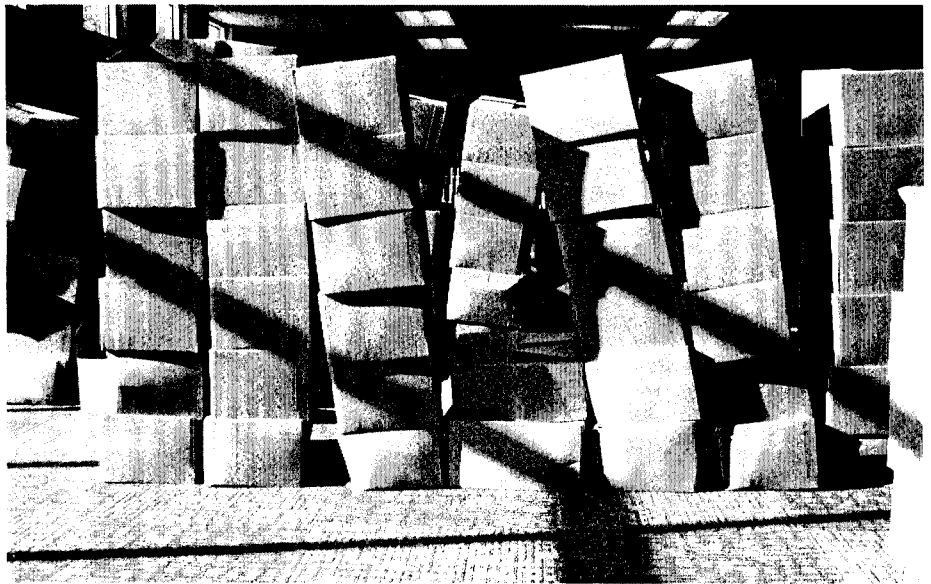
This picture is the old metal shelving taken on May 1, 2007 with sloped wooden platforms. This shelving was used in the old high school library but is not used in the new K-12 library facility.



This was the elementary library facility space before it was boxed up, beginning the middle of May 2007.



This picture was taken May 29th, 2007. The elementary gym served as storage space for the library, office, kitchen, and classrooms during the construction project.



This picture shows boxes of books, waiting to be unpacked in the new K-12 library facility.

Right: This picture shows the teacher librarian amongst lots of books that are being weeded from the collection. There are not enough shelving units to house all of the books. Many of the books, especially from the high school collection do not meet curricular needs of the district, or are old, moldy, worn, etc.



Below:
This picture was taken on February 1, 2008 which shows the developing stages of the new K-12 library facility.

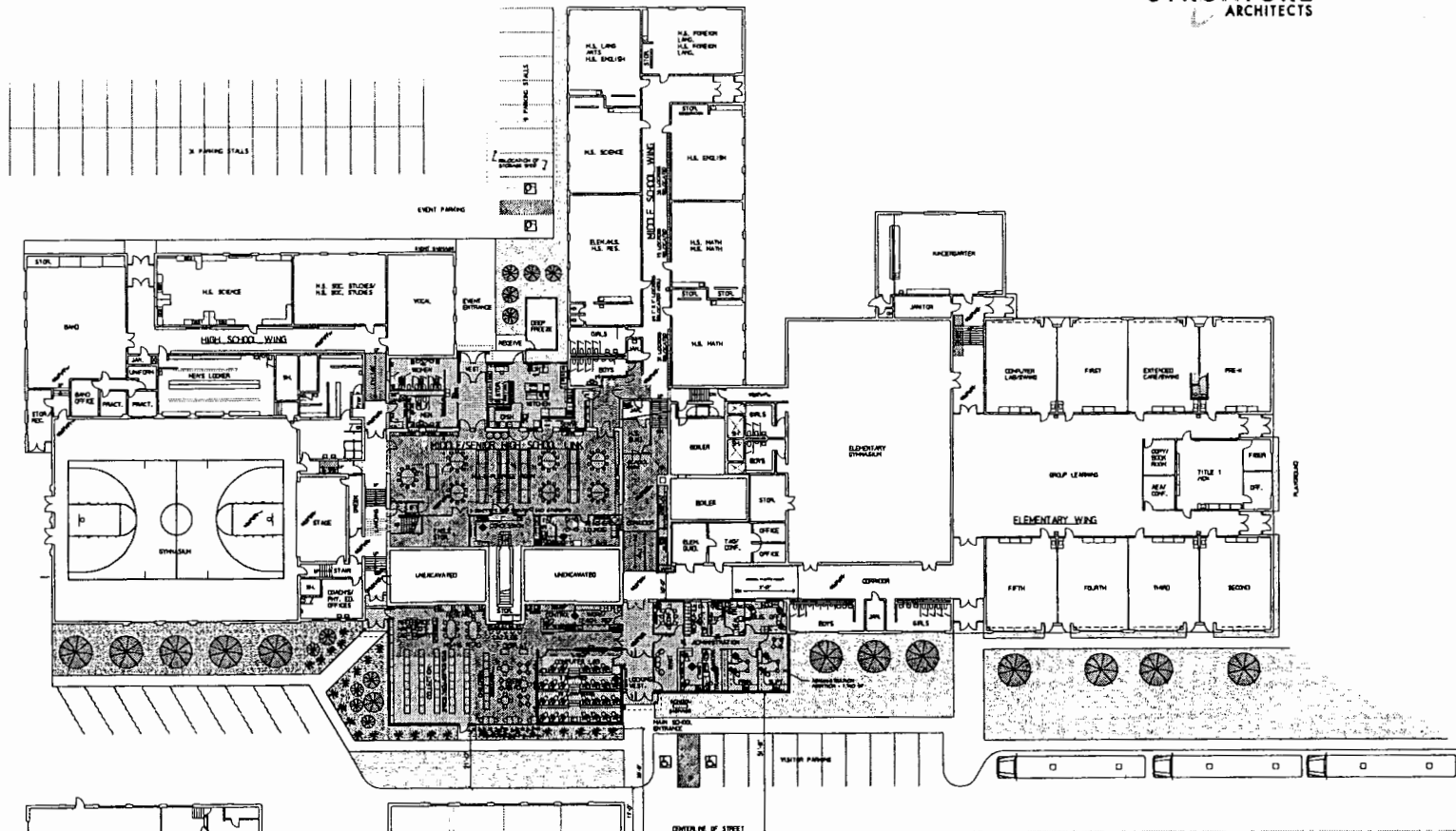




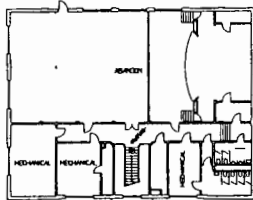
Mr. Weber, Janesville Superintendent/High School Principal, addresses the community during the building project dedication ceremony.



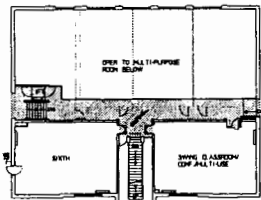
Craig Schwerdtgeger, StruXture Architects, unveils the new addition/remodeling plaque.



FIRST FLOOR PLAN ↑

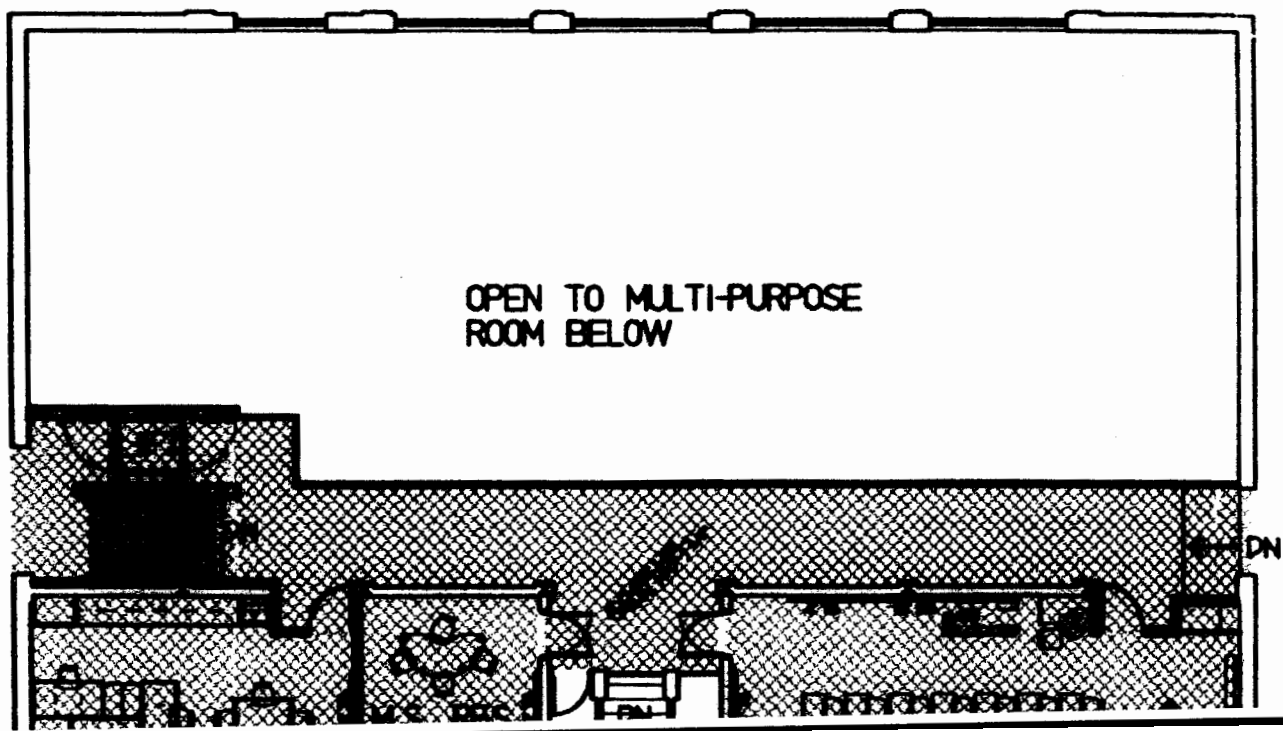
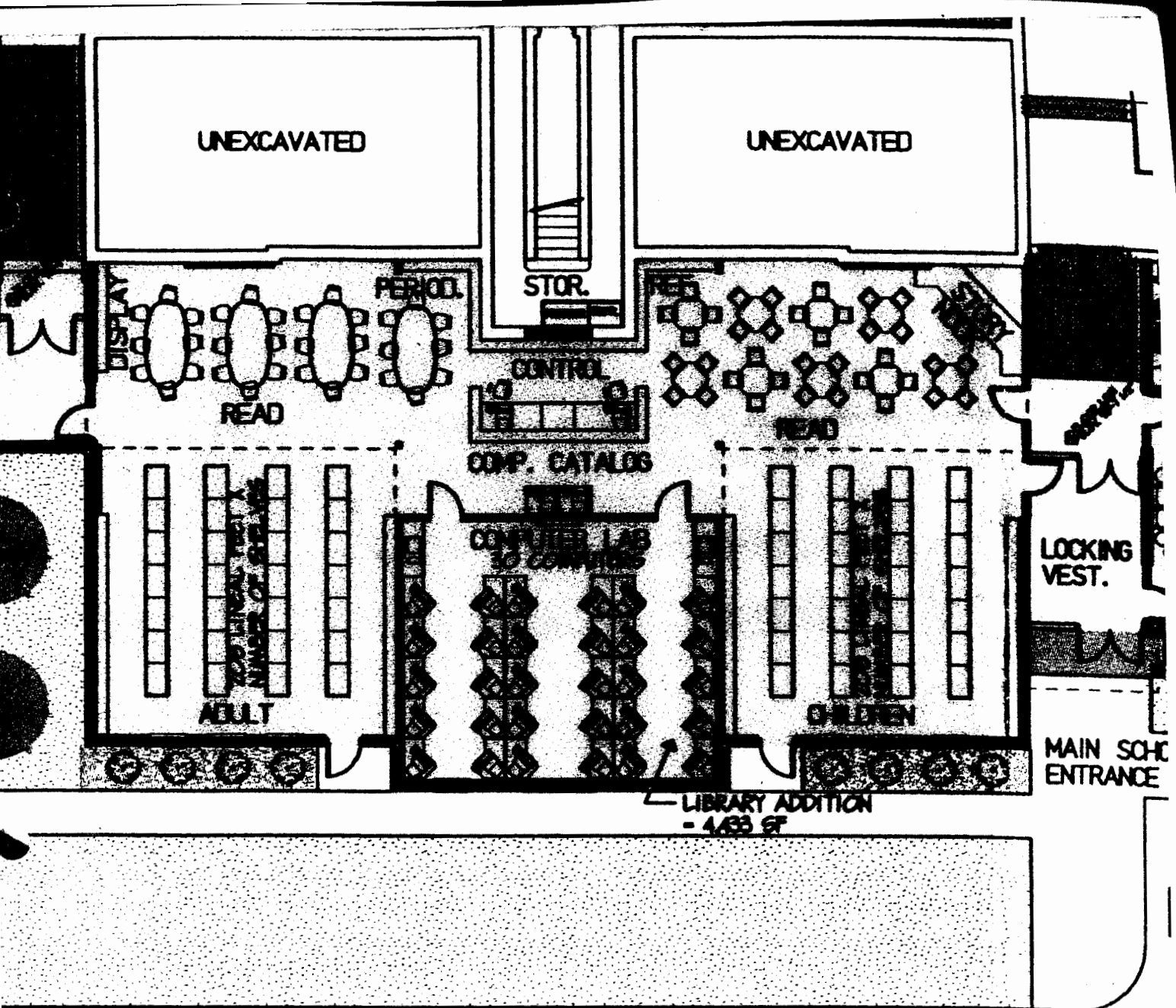


THIRD FLOOR PLAN



SECOND FLOOR PLAN

JANESVILLE CSD. SCHOOL DISTRICT



2/6

SUMMARY ANALYSIS II

rev. II

Costs are based on our experience in this market as well as those costs taken from the Means Building Cost Data, 2005, and the Means ADA Compliance Pricing Guide. Costs are based on 2005 values. Obviously, these are costs for planning and comparative purposes only. The implementation of any one item could substantially skew the costs.

RENOVATIONS

Ramps, Steps & Corridors

• Ramps & steps in elementary	190 sf @ 100	\$ 19,000
• Ramps & steps gym & hall area	365 sf @ 100	\$ 36,500
• Elementary Inclined Platform Lift		\$ 6,000
• MS/HS Lift (Multi-purpose/Stage/Main)		\$ 20,000

Classroom Remodeling

• Preschool Toilet	70 sf @ 200	\$ 14,000
• Original building into Multi-purpose, Concessions, Toilets & Storage	3,750 sf @ 130	\$487,500
• Entry corridor	790 sf @ 100	\$ 79,000
• Connection between MS & M.P. Room	288 sf @ 120	\$ 34,560
• Transportation office into Comp. Lab	890 sf @ 100	\$ 89,000
• Demolition		\$ 50,000

NEW CONSTRUCTION

Additions

• Kitchen, Toilets, Entrance corridor	1,813 sf @ 130	\$ 235,690
• Administrative Offices	1,740 sf @ 130	\$ 226,200
• Library & School Entrance	3,466 sf @ 130	\$ 450,580
• Site Work		\$ 50,000

TOTAL CONSTRUCTION & RENOVATION **\$1,798,030**

Architect (6%) \$ 107,881
Contingency (7%) \$ 125,862

TOTAL PHASE 1 **\$2,031,773**

Optional

• Remodel classroom into H.S. Science	1,010 sf @ 130	\$131,300
• Prep room & Storage for Science	260 sf @ 130	\$ 33,800
• Remodel classroom into M.S. Science	860 sf @ 130	\$111,800
• Classroom remodel in 2 story (main floor)	876 sf @ 130	\$113,800
• Women's locker room & gym storage	747 sf @ 130	\$ 97,110
• Remodel classroom into Chorus or Art	1,301 sf @ 130	\$169,130

TOTAL OPTIONAL **\$ 656,940**

Architect (6%) \$ 39,416
Contingency (7%) \$ 45,985

TOTAL OPTIONAL **\$ 742,341**

TOTAL PROJECT **\$2,774,114**

(ALL FIGURES ARE IN 2006 CONSTRUCTION VALUES)

7/6/2006

**REGULAR MEETING BOARD OF DIRECTORS
JANESVILLE CONSOLIDATED SCHOOL DISTRICT**

August 14, 2006

7:00 PM

Elementary IMC

Board President Sandi Carroll called the meeting of the board of directors to order at 7:00 p.m. Other board members present were Ron Henry, Barbara Reid, Rusty Roberts and Christine Mattingly. Also present were Superintendent Robert Weber, Board Secretary Susan McClure and Elementary/MS Principal Christine Thompson.

Superintendent Weber asked to revise the agenda: Item 6 e) open enrollment in request will become item 6. j); item 6 g) will change to 'volunteer coaches', and add item 8 d) Iowa Construction Grant. Motion by Roberts, seconded by Henry to approve the agenda as revised; all ayes.

Motion by Mattingly, seconded by Henry to approve the consent agenda, including July minutes, bills, and principal's report; all ayes.

Public Forum – No comments.

Larry Burger from Speer Financial updated the board regarding the sale of building anticipatory notes. Director Roberts read the resolution as follows:

'RESOLUTION FIXING DATE FOR MEETING ON THE PROPOSITION OF THE ISSUANCE OF NOT TO EXCEED \$1,600,000 SCHOOL INFRASTRUCTURE LOCAL OPTION SALES AND SERVICES TAX REVENUE BONDS OF THE JANESVILLE CONSOLIDATED SCHOOL DISTRICT, AND PROVIDING FOR PUBLICATION OF NOTICE THEREOF.....Section 1. That this Board of Directors meet in the Elementary IMC, Janesville, Iowa, at 6:30 o'clock p.m., on the 11th day of September, 2006, for the purpose of taking action on the matter of the proposed issuance of not to exceed \$1,600,000 School Infrastructure Local Option Sales and Services Tax Revenue Bonds of the School District, the proceeds of which Bonds will be used to provide funds to pay costs of school infrastructure projects.'

Director Reid seconded the motion. The roll was called and the vote was: AYES: Sandi Carroll, Christine Mattingly, Ron Henry, Rusty Roberts, Barb Reid. NAYS: None.

New Business –

Motion by Reid, seconded by Henry to approve Susan McClure as board secretary and treasurer for 2006-2007. Board President Carroll read the oath, Susan McClure accepted.

Motion by Roberts, seconded by Henry to approved moving \$2,000.00 of the pop funds to the athletics account within the activity fund account; all ayes.

Superintendent Weber presented the 2006-2007 line item budget. Motion by Mattingly, seconded by Reid to approve the 2006-2007 line item budget; all ayes.

Motion by Reid, seconded by Henry to approve hiring an associate for 5 hours per week at \$6.75 per hour, to cover before school playground and gymnasium areas; all ayes.

Motion by Roberts, seconded by Mattingly, to approve hiring Todd Foelske as lunch room supervisor at \$6.75/hour, not to exceed 10 hours per week; all ayes.

Motion by Mattingly, seconded by Henry to approve the open enrollment in request for Blake Zierath; all ayes.

Motion by Henry, seconded by Roberts to deny the dual enrollment request change for Erick Broome due to late filing of the request; all ayes.

Motion by Reid, seconded by Roberts to approve four volunteer coaches for the fall season: Dave Meyne, Bob Weber, and Richard White for football, and Leslie Wrage for volleyball; all ayes.

Motion by Mattingly, seconded by Henry to approve the resignation with regrets from Jessica Wass as Junior High Softball Coach; all ayes.

Motion by Roberts, seconded by Reid to approve the resignation with regrets from Jessica Wass as Assistant Softball Coach; all ayes.

Old Business

Todd Foelske presented the updated Bus Driver's Manual to the school board. Motion by Mattingly, seconded by Reid to approve the second reading of the Bus Driver's Manual; all ayes.

Motion by Roberts, seconded by Henry to approve the Business Manager/ School Board Secretary's salary for 2006-2007 at \$35,000.00; all ayes.

Information and Reports

Superintendent Weber reviewed the projected dates and requirements of a referendum seeking to continue the Bremer County Local Option Sales Tax until 2024.

The date for the annual audit by Keith Oltrogee, CPA, and his staff, has been scheduled for August 24 and 25, 2006.

The IASB annual convention will be November 16 and 17. The directors will let the board secretary know if they are unable to attend.

The Iowa Harkin Grant was not approved for 2006-2007, but will be approved for 2007-2008, hopefully Janesville Consolidated School will qualify for the grant to assist with a later phase of the building project.

Motion by Mattingly, seconded by Roberts to adjourn.

Meeting adjourned at 8:35 p.m.

Board President

Board Secretary

**SPECIAL MEETING BOARD OF DIRECTORS
JANESVILLE CONSOLIDATED SCHOOL DISTRICT**

September 11, 2006

6:30 p.m.

Elementary IMC

Board President Sandi Carroll called the special meeting of the board of directors to order at 6:35 p.m. Other board members present were Ron Henry, Barbara Reid, Rusty Roberts and Christine Mattingly. Also present were Superintendent Robert Weber, and Board Secretary Susan McClure.

There were no objections to the proposal to issue local option sales tax revenue bonds.

Director Reid introduced the following Resolution and moved that it be adopted. Director Roberts seconded the motion to adopt. The roll was called and the vote was: AYES: Rusty Roberts, Barbara Reid, Christine Mattingly, and Ron Henry, NAYS: None.

Whereupon, the President declared the resolution duly adopted as follows:

Resolution instituting proceedings to authorize the sale and issuance of not to exceed \$1,600,000 school infrastructure local option sales and services tax revenue bonds. Bids for the bonds to be accepted on the 20th day of September at 11:00 a.m.

Motion by Mattingly, seconded by Henry to adjourn.

Meeting adjourned at 6:50 p.m.

Board President

Board Secretary

**REGULAR MEETING BOARD OF DIRECTORS
JANESVILLE CONSOLIDATED SCHOOL DISTRICT**

September 11, 2006

7:00 PM

Elementary IMC

Board President Sandi Carroll called the meeting of the board of directors to order at 7:05 p.m. Other board members present were Ron Henry, Barbara Reid, Rusty Roberts and Christine Mattingly. Also present were Superintendent Robert Weber, and Board Secretary Susan McClure.

Motion by Mattingly, seconded by Reid to adopt the agenda ; all ayes.

Motion by Roberts, seconded by Mattingly to approve the consent agenda, including August minutes, bills, principal and athletic reports; all ayes.

Public Forum – No comments.

New Business –

Motion by Mattingly, seconded by Henry to approve the open enrollment in to Janesville for Andrew W. Jaeger for Kindergarten in 2007-2008 school year; all ayes.

Motion by Reid, seconded by Roberts to approve a 2006-2007 school calendar modification for fall conferences. Ayes: none, Nays: all opposed. Item will be tabled until the September 20, 2006 meeting.

Personnel -

Motion by Roberts, seconded by Reid to approve 2 positions for Latch Key Associate; Brandi Hubert at \$6.75/hour, not to exceed 6 hours per week, and Lindsey Mack at \$6.75 per hour, not to exceed 9 hours per week; all ayes.

Motion by Henry, seconded by Mattingly to approve modifying Lindsey Eibey's associate contract to 17 hours per week; all ayes.

Motion by Weber, seconded by Reid to approve offering a contract to Robert Weber for 2006-2007 Assistant Softball Coach; all ayes.

Motion by Mattingly, seconded by Henry to approve hiring Shiela (Fuller) McCormick for 2006-2007 Junior High Softball Coach; all ayes.

Information and Reports

Board President Sandi Carroll volunteered to fill the position of IASB delegate. The convention will be held November 16 and 17, 2006.

Superintendent Weber announced that Janesville Consolidated School will receive \$32,363 in R.E.A.P. grant funds for 2006-2007. The funds will be used for updating curriculum and media materials.

**SPECIAL MEETING BOARD OF DIRECTORS
JANESVILLE CONSOLIDATED SCHOOL DISTRICT**

Superintendent Weber and board members discussed options for snow removal. No purchases will be made at this time.

Superintendent Weber discussed the building project. Tuesday, September 12, 2006 the board of adjustments will hear the school's application for a variance to include the footage needed for the addition.

Motion by Reid, seconded by Roberts to adjourn.

Meeting adjourned at 8:09 p.m.

Board President

Board Secretary

September 20, 2006

7:00 p.m.

Elementary IMC

Board President Sandi Carroll called the special meeting of the board of directors to order at 7:00 p.m. Other board members present were Ron Henry, Barbara Reid, Rusty Roberts and Christine Mattingly. Also present were Superintendent Robert Weber, Larry Burger and Maggie Burger from Speer Financial, Inc., and Board Secretary Susan McClure.

Motion by Henry, seconded by Mattingly to approve the agenda; all ayes.

Larry Burger from Speer Financial, Inc. reviewed the bids for the \$1,600,000 School Infrastructure Local Option Sales and Services Tax Bond and Revenue Anticipation Notes, Series 2006.

Director Mattingly introduced the following Resolution and moved its adoption. Director Reid seconded the motion to adopt. The roll was called and the vote was: AYES: Barbara Reid, Ron Henry, Rusty Roberts, Christine Mattingly; NAYS: None. The board President declared the following Resolution adopted:

**RESOLUTION DIRECTING THE SALE OF NOT TO EXCEED \$1,600,000 SCHOOL
INFRASTRUCTURE LOCAL OPTION SALES AND SERVICES TAX BOND AND
REVENUE ANTICIPATION NOTES, SERIES 2006**

Whereas, PURSUANT TO NOTICE AS REQUIRED BY LAW, BIDS HAVE BEEN
RECEIVED AT PUBLIC SALE FOR THE BONDS AND EVALUATED; AND THE
BEST BID WAS DETERMINED:

NOW, THEREFORE, IT IS RESOLVED BY THE BOARD OF DIRECTORS OF THE
JANESVILLE CONSOLIDATED SCHOOL DISTRICT IN THE COUNTIES OF
BLACK HAWK AND BREMER, STATE OF IOWA:

Section 1. That the bid for the Bonds was determined by the Superintendent of Schools, Secretary of the Board and the Financial Consultant to be the best and most favorable bid received. Bonds are awarded, based on the following bid:

Bidder: Harris, N.A. of Chicago, IL

Purchase Price: \$1,608,817.00
True Interest Rate: 4.0318%
True Interest Cost: \$172,516.33

Section 2. That the official statement and the form of contract for the sale of the Bonds are approved and the President and Secretary are authorized to execute the contract for the sale of the Bonds on behalf of the School District.

Section 3. That the notice of the sale of the Bonds and all acts of the Superintendent of Schools, Secretary of the Board and Financial Consultant done in furtherance of the sale of the Bonds are ratified and approved.

PASSED AND APPROVED, THIS 20TH DAY OF September, 2006.

Motion by Reid, seconded by Roberts to approve the school calendar change for fall conferences on November 9th and 13th, 2006; all ayes.

Motion by Henry, seconded by Mattingly to approve Jesse Heidemann as volunteer coach for junior high football; all ayes.

Motion by Reid, seconded by Mattingly to adjourn; all ayes.

Meeting adjourned at 7:29 p.m.

Board President

Board Secretary

**SPECIAL MEETING BOARD OF DIRECTORS
JANESVILLE CONSOLIDATED SCHOOL DISTRICT**

September 20, 2006

11:00 a.m.

Elementary IMC

Superintendent Robert Weber, Financial Consultant Larry Burger, and Board Secretary Susan McClure opened bids for the \$1,600,000 School Infrastructure Local Option Sales and Services Tax Bond and Revenue Anticipation Notes, Series 2006. There were 4 bids received and opened as follows:

1. Harris, N.A., Chicago Illinois
2. Northland Securities, Minneapolis, Minnesota
3. Bankers' Bank, Madison, Wisconsin
4. Parker Hunter, Blue Bell, Pennsylvania

Larry Burger from Speer Financial, Inc. reviewed the bids and prepared information for the special board meeting to be held at 7:00 p.m. on September 20, 2006.

Board President

Board Secretary

**MEETING BOARD OF DIRECTORS
JANESVILLE CONSOLIDATED SCHOOL DISTRICT
PUBLIC HEARING**

December 18, 2006

5:30 PM

Elementary IMC

Board President Sandi Carroll called the special meeting of the board of directors to order at 5:35 p.m. Other board members present were Ron Henry, Barbara Reid, Rusty Roberts and Christine Mattingly. Also present were Superintendent Robert Weber and Board Secretary Susan McClure.

Public Forum – No comments

Motion by Roberts, seconded by Reid to adjourn; all ayes.

Meeting adjourned at 5:37 p.m.

Board President

Board Secretary

**MEETING BOARD OF DIRECTORS
JANESVILLE CONSOLIDATED SCHOOL DISTRICT
SPECIAL MEETING**

December 18, 2006

6:00 PM

Elementary IMC

Board President Sandi Carroll called the special meeting of the board of directors to order at 6:00 p.m. Other board members present were Ron Henry, Barbara Reid, Rusty Roberts and Christine Mattingly. Also present were Superintendent Robert Weber and Board Secretary Susan McClure.

Motion by Reid, seconded by Roberts to approve the agenda; all ayes.

Architect Craig Schwerdtfeger presented the bid proposals from several contractors for the building project.

Motion by Reid, seconded by Roberts to accept the bid from Peters Construction: Base bid of \$1,761,440.00 plus the Alternate #1 for \$48,500.00; all ayes.

Motion by Mattingly, seconded by Henry to adjourn; all ayes.

Meeting adjourned at 6:23 p.m.

Board President

Board Secretary

**REGULAR MEETING BOARD OF DIRECTORS
JANESVILLE CONSOLIDATED SCHOOL DISTRICT**

May 14, 2007

7:00 PM

Elementary IMC

Board President Sandi Carroll called the meeting of the board of directors to order at 7:10 p.m. Other board members present were Ron Henry, Barbara Reid, Christine Mattingly and Rusty Roberts. Also present were Superintendent Robert Weber, Board Secretary Susan McClure, and Elementary/MS Principal Christine Thompson.

Superintendent Weber asked the board to revise the proposed agenda by striking Item 6.e; High School girl's basketball coach.

Motion by Mattingly, seconded by Reid to adopt the agenda as revised; all ayes.

Motion by Reid, seconded by Roberts to adopt the consent agenda; including the April minutes, bill listings, principal report, and athletic reports; all ayes.

Public Forum: Karen Henriksen publicly thanked the board members for being on the Janesville Consolidated School Board.

Superintendent Weber opened the sealed bids on the salvage items. Motion by Roberts, seconded by Mattingly to award the bids to the highest bidder.

Personnel:

Motion by Henry, seconded by Reid to approve hiring Benny Adamson for the summer groundskeeper position at \$8.03/ hour, 15 hours per week; all ayes.

Motion by Reid seconded by Roberts to approve hiring Cody Coates for the summer custodian position at \$8.03/ hour, up to 33 hours per week; all ayes.

Motion by Mattingly, seconded by Henry to approve hiring two part-time night custodians, Eric VerSteege and Brad Hjelmeland at \$8.75 per hour starting May 15, 2007; all ayes.

Motion by Reid, seconded by Mattingly to approve hiring Jared Arieux as high school English teacher for 2007-2008; all ayes.

Motion by Henry, seconded by Roberts to approve hiring Stacia Hoff as junior high softball coach; all ayes.

Motion by Reid, seconded by Mattingly to accept the resignation with regrets from Justin Smith as assistant girl's basketball coach; all ayes.

Motion by Roberts, seconded by Henry to approve hiring Stacia Hoff as study hall/lunchroom/teacher associate at a maximum of 25 hours per week at \$7.25 per hour; all ayes.

Motion by Mattingly, seconded by Reid to approve the resignation with regrets from Carrie Nordman as pre-school associate; all ayes.

New Business:

Motion by Mattingly, seconded by Henry to approve the first reading of the Janesville High School Student Handbook for 2007-2008; all ayes.

Motion by Roberts, seconded by Reid to approve the Class of 2007 graduates pending completion of their requirements; all ayes.

Motion by Mattingly, seconded by Henry to approve a resolution to share high school boy's soccer with Denver Community School District for the 07-08 school year, with the provision that all costs and transportation be incurred by the participants; all ayes.

Motion by Reid, seconded by Roberts to approve the 2007-2008 Co-Curricular Contracts as presented in the board packet; all ayes.

Motion by Mattingly, seconded by Henry to approve the first reading of revised board policy 414.1; all ayes.

Motion by Mattingly, seconded by Reid to give Superintendent Weber the authority to approve all construction change orders up to a value of \$10,000; all ayes.

Superintendent Weber presented each board member with a certificate in recognition of Iowa School Board Week, May 13 –19, 2007; and thanked them for all their work.

Superintendent Weber updated the board members on the building project with information from the latest construction meeting.

Superintendent Weber distributed information to board members on the 2007-2008 IASB legislative priorities to be discussed at the June 2007 board meeting.

Motion by Roberts, seconded by Mattingly to move to closed session to complete the superintendent's evaluation.

Motion by Mattingly, seconded by Henry to adjourn the meeting.

Meeting adjourned at 9:04 p.m.

Board President

Board Secretary

**REGULAR MEETING BOARD OF DIRECTORS
JANESVILLE CONSOLIDATED SCHOOL DISTRICT**

March 10, 2008

7:00 PM

Media Center

Board President Sandi Carroll called the meeting of the board of directors to order at 7:00 p.m. Other board members present were Ron Henry, Barbara Reid, Christine Mattingly and Rusty Roberts. Also present were Superintendent Robert Weber, Board Secretary Susan McClure, and Elementary/MS Principal Christine Thompson.

Motion by Mattingly, seconded by Henry to adopt the agenda; all ayes.

Motion by Reid, seconded by Henry to adopt the consent agenda, including the February minutes, bill listings, principal and transportation reports; all ayes.

Public Forum: Brooke Klemz asked the school board to have her duplicate diploma signed. Superintendent Weber, Board President Carroll and Board Secretary McClure signed her diploma for 2006.

Annual Audit Report

Mr. Keith Oltrogge, CPA, presented the FY 2006-2007 audit report. Janesville Consolidated School District's revenues totaled \$3,678,852, a 5.9 % increase from the prior year and expenditures totaled \$3,997,575 a 21.3 % increase from the prior year. These increases were partly due to the construction project; partially funded with the sale of \$1.6 million in L.O.S.T. revenue bonds. Superintendent Weber and the school board members thanked Mr. Oltrogge.

Personnel:

Motion by Henry seconded by Mattingly to accept the resignation with regrets from Benjamin Henry from the position of Assistant Baseball Coach, pending finding suitable replacement; all ayes.

Motion by Roberts, seconded by Reid to approve the contract modification for Ramona Hodgerson, 'not to exceed 30 hours per week'; all ayes.

Motion by Mattingly, seconded by Henry to approve posting a position for a part-time nurse (20 hours per week) for the 2008-2009 school year; all ayes.

Motion by Reid, seconded by Roberts to approve Ben Bolt as a volunteer weight room supervisor; all ayes.

New Business:

Superintendent Weber reviewed the 2008-2009 school budget. Motion by Reid, seconded by Mattingly to set the public hearing for the 2008-2009 budget for Monday April 14, 2008 at 7:00 p.m.; all ayes.

Motion by Roberts, seconded by Henry to approve the open enrollment in request for the 2008-2009 school year for Mason Boles; all ayes.

Motion by Mattingly, seconded by Reid to approve the open enrollment in request for 2007-2008 school year for Cheyenne Cobb; all ayes.

Motion by Henry, seconded by Reid to approve the following resolution: For the 2007-2008 school years, Janesville Consolidated School will utilize the following depository institutions:

State Bank & Trust Company in Janesville/Waverly and First National Bank of Waverly. The maximum deposit amounts will be set at \$2,000,000.00 at each institution; all ayes.

Motion by mattingly, seconded by Reid to approve the continuation of sharing athletics with Valley Lutheran Schools.

Motion by Roberts, seconded by Henry to continue our participation in the Iowa Association of School Board's Safety Group Insurance Program; all ayes.

Motion by Reid, seconded by Roberts to approve the 2007-2008 calendar modifications as proposed to allow for the snow make-up days; all ayes.

Information and Reports

Superintendent Weber updated the board members on the ITED results for grades 9-11.

Superintendent Weber gave an update on the negotiations with the Janesville Education Association.

Superintendent Weber reported that Janesville Consolidated School has a request from Valley Lutheran School for sharing of staff positions for the 2008-2009 school year.

Superintendent Weber presented a letter prepared by Mrs. Jacobs concerning furnishings for the new media center.

Motion by Roberts, seconded by Henry to adjourn.

Meeting adjourned at 8:20 p.m.

Board President

Board Secretary



May 10, 2007

Peters Construction
P.O. Box 2940
Waterloo, Iowa 50704

Re: Janesville School Additions & Remodeling, Janesville, Iowa

Ladies and Gentlemen:

The following minutes were taken during our regularly scheduled job conference meeting as held on May 8, 2007. They are as follows:

Present:

Robert Weber	Janesville School Superintendent
Tom Brickman	Janesville School Custodian
Don Niehaus	Wubbens Electric Inc.
Bill Failor	Peters Construction
Benjamin Christie	Peters Construction
Zach Brown	Moyle Masonry
Eric Overmann	Young Plumbing & Heating
Jim Dunston	Young Plumbing & Heating
Mark Hogan	Environmental Management Services
Pam Johnson	StruXture Architects
Craig Schwerdtfeger	StruXture Architects

Items of Discussion:

1. Review minutes of the previous meeting.
 - a. Asbestos abatement contractor indicated that they will begin their work June 5 and anticipates about 1 week to complete it. Questioned the amount of work required on the upper mechanical room floor. Contractor met with him following the meeting to further define work required.

- b. Contractor indicated he has not received a copy of the Builder's Risk insurance from the owner. Owner indicated that it was sent from EMC. Contractor to recheck his files.
- c. Contractor questioned the status of the exiting plan. Architect and owner indicated that it had been completed and posted around the building.

2. Review work completed since last meeting.

Peters Construction:

- a. Miscellaneous building demolition has been done.
- b. Poured a portion of the North addition floor slab.
- c. Layout and field dimensions have been ongoing and are now up to date.

Denver Underground:

- a. Backfilled North addition
- b. Excavation at South addition
- c. Engineered fill at South addition

Martinson Construction:

- a. Poured footing and foundations at both additions

Moyle Masonry:

- a. Laid single course of block at North addition so floor could be poured

Young Plumbing & Heating:

- a. Plumbing rough-in at North addition
- b. Gas piping

Wubbens Electric:

- a. Ran feeder conduit / Transformer has been set

3. Review work to be completed during next period.

- a. Once grease trap is installed, balance of floor at North addition will be poured.
- b. Setting miscellaneous steel
- c. Backfill foundation at South addition
- d. Miscellaneous pier and foundation work
- e. Continue masonry work at North addition and possibly start masonry walls at South addition
- f. Mechanical and electrical rough-in work

4. Construction schedule.

Contractor indicated that there are numerous issues, mostly dealing with mechanical and electrical, that need to be resolved before a schedule can be updated.

5. Material deliveries.

- a. Structural steel is all on site
- b. Bar joists and deck have been released, but no delivery date has been confirmed
- c. Grease trap is needed before floor slab can be poured
- d. Switchgear is scheduled to ship May 21. Post will be pulled sometime around mid June.

6. Submittals.

Contractor submitted a submittal log, which indicated all items up to date, with the exception of some mechanical and electrical items. Young's indicated that the finned tube boilers were rejected and they aren't sure what they are supposed to be bidding due to the changes that came about as a result of the Mid American Energy study. Gilmor & Doyle needs to submit a revised equipment schedule to the contractor as soon as possible as there could be a 12-14 week lead time on boilers. The other outstanding items were color samples, which will be held by the architect for color selections to be made.

7. Requests for Information.

Up to date

8. Change Orders.

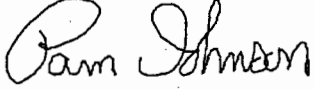
- a. Change Order #1 – approved
- b. Architect to get a change order to the owner for a change in light fixtures as per the contractor's proposal letter dated February 21, 2007.
- c. Over-excavation and engineered fill work at South addition is about 90% complete. Contractor to get final cost to date to the architect so a change order can be written for the work done to date.
- d. Change Directive #3 – plan revisions – no cost change anticipated at this time
- e. Change Directive #4 – new vinyl tile and base in existing North corridor – Decision is in the hands of the owner.
- f. RFI #3 – relocated existing panel feeder – work has been done on a time and materials basis. Contractor to get final cost from electrician so a change order can be written.
- g. Change Directive #5 – revised display cases – contractor is reviewing

- h. Change Directive #6 – Revisions required by building inspector. Contractor needs direction from Gilmor & Doyle to complete a cost proposal.
 - i. Addition of a grease trap in the kitchen – formal proposal presented at the meeting. Architect to have Gilmor & Doyle review and make recommendation to owner.
 - j. Revisions to gas metering and regulators – formal proposal presented at the meeting. Architect to have Gilmor & Doyle review and make recommendation to owner.
 - k. Replacement of existing exterior sanitary sewer line – contractor is reviewing and indicated that it could be very costly. Architect indicated that the contractor needs to submit numbers on the different options that are available to the owner so he can present it to the board for a decision.
9. Questions for Architect, Engineer & Owner.
- a. Contractor questioned the architect as to the status of the color schedule. Architect indicated that they have received all of the color samples and had a preliminary meeting scheduled for the following day with the owner to discuss colors.
 - b. Contractor questioned the architect as to the status of the kitchen equipment. Rough-in information is needed for the dishwasher so walls can be laid up accordingly. Architect has contacted a kitchen equipment supplier, but has not heard back. Following the meeting, contact was made with the kitchen equipment supplier and specifications should be forthcoming.
10. Comments from the Architect, Engineer & Owner.
- a. Masonry contractor questioned the architect about bull nose block required at door jambs. Architect indicated that a single bull nose should be used on the side opposite the door frame.
 - b. Contractor indicated that the coursing does not line up from the new exterior walls to the interior walls at the North addition. Architect indicated that was fine, as there is likely a control joint between the two anyway. Contractor to check coursing at exterior door, to make sure that it courses out correctly.
 - c. Mason indicated he wasn't aware of the brick selection. He will check with his office to make sure they are aware of it and get a brick panel laid up for review.

11. Next Monthly Meeting: **Tuesday, June 6, 2007 @ 10:00 A.M.**

12. Meeting was adjourned.

Respectfully submitted,
StruXture Architects

A handwritten signature in black ink that reads "Pam Johnson". The signature is written in a cursive, flowing style.

Pam Johnson, AIA

xc: Bob Weber
Gilmor & Doyle

**JANESVILLE SCHOOL
ADDITIONS AND REMODELING
CHANGE DIRECTIVE LOG**

DIRECTIVE No.	DIRECTIVE DATE	DESCRIPTION	DATE SUBMITTED	PRICE SUBMITTED	CHANGE ORDER No.
APPROVED CHANGE ORDERS					
PR-1	2/4/2007	Add paper towel dispenser to Rm. A141	02/05/07	\$ 56.00	1
PR-7	4/4/2007	Relocate existing panel feeder line	5/11/2007	\$ 1,559.00	2
PR-3	4/10/2007	Tracing and Locating existing sanitary sewer lines	5/17/2007	\$ 5,269.00	4
CD-7	5/10/2007	Change Steel studs of Dishwasher wall to Block wall	5/23/2007	\$ 968.00	4
PR-6	4/24/2007	Overexcavation and Backfill	5/31/2007	\$ 9,636.00	4
CD-6	5/1/2007	Bremer County Examiner updates	6/1/2007	\$ 26,482.00	4
PR-11	5/21/2007	Relocate electrical panel in kitchen	5/24/2007	\$ 628.00	4
PR-9	5/30/2007	Delete ground wire from service entrance feeders	6/12/2007	\$ (1,678.13)	4
PR-8.1	5/1/2007	Gas regulator revisions	5/8/2007	\$ 623.00	4
PR-2	2/14/2007	Change type S2 fixture to type S3 fixture	02/21/07	\$ 616.00	4
CD-2	3/22/2007	Dimension changes on plans	3/23/2007	No Change	
CD-3	4/3/2007	Plan Discrepancies	5/25/2007	No Change	
PR-13	6/20/2007	Delete new carpet in Kindergarten Room 156	6/20/2007	\$ (2,902.00)	5
PR-17	6/27/2007	Price Increase on original boilers	6/27/2007	\$ 1,773.00	6
CD-10	6/7/2007	Relocating existing sink in Kindergarten	6/14/2007	\$ 1,075.00	7
CD-11	6/14/2007	Casework change at Secretary Desk	6/27/2007	\$ 303.00	7
CD-12	6/19/2007	Reduce the size of Toilet 157 and Eliminate Lavatory	7/3/2007	\$ (663.00)	7
PR-20	7/5/2007	Rmv and put back slab portions in multi-purpose	7/12/2007	\$ 3,119.00	7
PR-18	7/5/2007	Infill Stair sides at 1st floor South	7/12/2007	\$ 1,491.00	7
PR-19	7/5/2007	Furr out North wall multi-purpose w/ steel studs	7/12/2007	\$ 1,973.00	7
PR-21	7/5/2007	Infill above block wall at guidance office with steel studs	7/12/2007	\$ 585.00	7
PR-12	6/15/2007	Delete display case number 68	7/12/2007	\$ (6,277.18)	7
PR-4.0	4/24/2007	Option 1 and 4	7/24/2007	\$ 9,485.00	7
PR-16	6/25/2007	Access Door to tunnel	7/27/2007	\$ 1,765.00	8
PR-24	7/12/2007	Add lintel over opening 99 and 19. Add clips to existing lintels Adjust frame	7/27/2007	\$ 1,408.00	8
PR-26	7/20/2007	Concrete removal and replacement at corridor 102	7/27/2007	\$ 1,533.00	8
PR-29	7/25/2007	Add W8x18 and plates by Boys room 101, not shown on drawings	7/27/2007	\$ 760.00	8
PR-23	7/12/2007	Remove CUH in 120 and cap piping at main	7/20/2007	\$ 418.00	8
PR-25	7/17/2007	Above floor grease trap at north addition	8/6/2007	\$ 3,156.00	9
PR-15	6/25/2007	RFI Responses	7/20/2007	\$ 4,497.00	9
PR-27	7/10/2007	Changes brought on by RFI-24	7/20/2007	\$ 1,803.00	10
CD-13	8/1/2007	Pass through openings and Fire Shutters	8/14/2007	\$ 9,212.00	10
CD-14	8/2/2007	Updates to satisfy Bremer County Examiner	8/17/2007	\$ 1,658.00	11
PR-32	8/9/2007	Replace 8" CMU with 12" CMU at corridor 143	8/16/2007	\$ 479.00	11
CD-15	8/13/2007	Add plaster around columns in South Addition	8/16/2007	\$ 1,109.00	11
PR-31	8/7/2007	Delete drywall at ceiling in corridor 124	8/15/2007	\$ (455.00)	11
PR-33	8/3/2007	Add plaster to the wall of the the kitchen	8/22/2007	\$ 3,572.00	12
PR-36	9/10/2007	Vending machine receptacles	9/11/2007	\$ 536.00	13
PR-30	8/1/2007	Replace block above door 60 with drywall all the way to beam	8/13/2007	\$ 598.00	13
PR-28	7/24/2007	Replace soaped in block over lintels with drywall header	8/13/2007	\$ 446.00	13
CD-16	8/17/2007	Add egress window in the second floor corridor	8/30/2007	\$ 1,699.00	13
CD-21	9/17/2007	Magnetic hold opens at openings 98 and 100	9/24/2007	\$ 1,790.00	13
PR-37	9/20/2007	Paint mapes panels on second floor north face (Replaces PR-35 & CD-20)	9/26/2007	\$ 614.00	13
APPROVED DIRECTIVES AWAITING CHANGE ORDERS					
PR-41	10/1/2007	Stainless steel on the pass through counters	10/12/2007	\$ 1,216.00	14
PR-40	10/11/2007	Drywall box around brick column in table storage	10/12/2007	\$ 562.00	14
PR-39	10/11/2007	Drywall ceiling in the elevator entrance from lower level	10/12/2007	\$ 353.00	14
CD-22	10/4/2007	Replace light fixtures in Rm. 163 Mechanical	10/9/2007	\$ 2,664.00	
QUOTED DIRECTIVES AWAITING APPROVAL					
CD-8	5/16/2007	Lintel Revisions	5/23/2007	\$ 631.00	
CD-18	10/4/2007	New acoustical ceiling, lighting, and HVAC in room 133 Fifth	10/9/2007	\$ 10,218.00	
PR-42	10/10/2007	Lockable fusible disconnect for chair lift	10/12/2007	\$ 98.00	14
PR-43	10/12/2007	New disconnect for dishwasher unit	10/16/2007	\$408 or \$929	
CD-24	10/16/2007	Add extra sidewalk area at north addition	10/17/2007	\$ 1,181.00	15
PR-38	10/1/2007	Replace block infill above door 63 with drywall header	10/18/2007	\$ (32.00)	15
PR-44	10/16/2007	Delete new 8" storm sewer along southeast part of south addition	10/27/2007	\$ (1,012.00)	
CD-26	10/18/2007	Delete vinyl tile at ramp in corridor 130 and replace with raised tile	10/24/2007	\$ 811.00	
DIRECTIVES AWAITING PRICING					
CD-23	10/4/2007	Add momentary toggle switches in designated rooms			
CD-25	10/18/2007	Freestanding display cases at corridor 135			
CONTRACTOR REQUESTS FOR CHANGE					
PENDING PROPOSAL REQUEST					
REJECTED PROPOSAL REQUESTS					
PR-22	7/10/2007	Remove and replace carpet in 161 learning center	7/12/2007	\$ 5,128.00	
CD-1	3/14/2007	Additional casework in Kindergarten	3/16/2007	\$ 4,240.00	
PR-10	6/5/2007	Add bulkhead over Door 4 in Vestibue 106	6/5/2007	\$ 484.00	
CD-4	4/12/2007	New vinyl tile base in the north corridor	4/20/2007	\$ 5,154.00	
PR-5	5/9/2007	Revise boilers	5/15/2007	\$ 24,334.00	
CD-5	4/30/2007	Display Case revisions	5/25/2007	\$ 1,814.00	
PR-4.1	4/24/2007	Option 2-\$19,000	5/21/2007	\$ 19,000.00	
PR-4.2	4/24/2007	Option 3-\$68,000	5/21/2007	\$ 68,000.00	
PR-8.0	5/1/2007	Grease trap addition on North Side Kitchen area	5/8/2007	\$ 6,531.00	
CD-9	5/25/2007	New vinyl tile in Corridor 135 including stair treads	6/27/2007	\$ 6,148.00	
CD-20	9/17/2007	Paint small mapes panel and plywood over window on second floor	9/19/2007		
PR-35	8/30/2007	Option to paint or replace mapes panel on second floor north side	9/10/2007	\$ 521.00	
CD-19	9/17/2007	Remove cabinets at east end of sixth grade room	9/17/2007	\$ 906.00	
PR-34	8/20/2007	New carpet design outside of the naproom	8/23/2007	\$ 4,003.00	
CD-17	8/29/2007	South addition site grade changes	9/24/2007	\$ 4,916.00	



JANESVILLE CONSOLIDATED SCHOOL DISTRICT

P.O. Box 478
319-987-2581

505 Barrick Road

Janesville, Iowa 50647
FAX 319-987-2824

*Teachers: Please complete the survey
questions and return to Robin by Wed. April 26*

*Thanks,
CB*

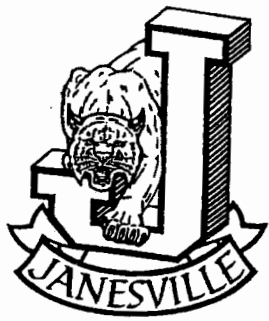
As you may be aware a governance committee has been formed to study the feasibility and structure of a potential combined school/public library. This committee would like your input regarding this concept, please complete the questions below:

- 1) What do you see as potential advantages in a combined school/public library?

- 2) What do you see as potential disadvantages?

- 3) Do you have any recommendations regarding decision making procedures?

- 4) Do you have any recommendations regarding financing issues?



JANESVILLE CONSOLIDATED SCHOOL DISTRICT

P.O. Box 478
319-987-2581

505 Barrick Road

Janesville, Iowa 50647
FAX 319-987-2824

5) Do you have any recommendations regarding the construction of a new facility?

6) Do you have any recommendations regarding staffing a joint facility?

7) Given an unlimited budget, if you could develop the joint collections for this new library, where would be your focus?



JANESVILLE CONSOLIDATED SCHOOL DISTRICT

P.O. Box 478
319-987-2581

505 Barrick Road

Janesville, Iowa 50647
FAX 319-987-2824

Janesville School Committee Groups and Members

Oversight Committee:

Bob Weber
Keith Reid
Mary Dove
Rusty Roberts
Carol Moon
Mike Zwanziger

Janesville Citizen's Building Committee"

Mike Zwanziger (Co-Chair)
Vickie Hunemiller (Co-Chair)
Neil Berry
Larry Borglum
Koby Despard
Neal George
Pam Schmidt
LeeAnn Leyh
Wendy Brace
Chuck Immerzeel
Dale Bright
Mike Watson

Facilities Planning Committee:

Keith Reid
Mike Zwanziger
Jeff Mather
Rusty Roberts
Tom Brickman
Christine Thompson
Bob Weber

CONCERNS involving a joint school/public library:

- Funding – would city, county, state funding be in jeopardy? School doesn't have a line item in the budget for the library.
- Governance- library board or school board, city librarian or school librarian?
- Populations served – school caters to students, public library has patrons of all ages
- Security- 'public' possibly having access to school areas.
- Hours – would we be open after school was closed, summers?
- Space – would there be that much more than we have now?
- Rules & practice – internet blocking, DVD ratings, overdues and fines, open access to other libraries, etc.
- Accreditation – would it affect ours?
- Permanence – what if the school should merge or close?
- Access & parking – would there be enough parking close by, what about during games or other activities at school?
- Comfort and hospitality – would the public library patrons be comfortable coming to the school?

Janesville school caps expansion

CONTINUED FROM A1

"It took a lot of work to get through it, but the great people we've had to work with and the planning that went in on the part of the community made the work go so smoothly," Weber said. "We didn't have any major differences along the way. By and large this project went very smoothly."

The district opted to close its third floor and upgrade the offices, the library and other areas to make the entire school accessible for guests with disabilities. The school broke ground for the project in March 2007 after two years of extensive planning.

"We knew our old three-story was not up to the fire safety code any longer, and certainly not handicapped-accessible," Weber said. "We have a student who's wheelchair-bound, and we knew that was an issue for us in the foreseeable future, so the board tried to be proactive on that."

Now the school's 319 students can enjoy a new K-12 media center and computer lab, plus a remodeled cafeteria, kitchen and hallways. The building also boasts renovated front and back entryways.

Classes moved into most of the new and renovated areas in January, and the library's media center was completed last month.

Landscaping and sidewalk improvements are planned for this summer, Weber added.

Project captures Wildcat pride

by JANELLE PENNY

news1@waverlynewspapers.com

Janesville School administrators capped off a medal-worthy expansion Monday by unveiling a bronze award.

A 40-pound plaque will soon adorn the school's entrance, one of the finishing touches of the school's successful \$1.9 million project.

The decoration is a prize at the end of a long road for the district, says Superintendent Bob Weber.

See JANESVILLE, page A2



ERIC VER STEEGT PHOTO

Janesville Superintendent Bob Weber, left, and the school board show off a plaque at their March 10 meeting. The sign will welcome visitors to the newly expanded and remodeled Janesville Consolidated School.





Media center staff Christine Jacobs and Ramona Hodgerson are excited to host a book fair in the new facility.

Media center to host book fair

by ZACHARY HODGERSON

The Janesville Consolidated School will host a scholastic book fair from Feb. 8-14. This fair will be the first the school has hosted since moving into its newly constructed media center.

Although two book fairs are normally held at the Janesville School annually, construction efforts left no space available for a display this past fall. The library staff and administration are looking forward to giving the students, as well as the

public, an opportunity to see the new media center firsthand.

In the past, proceeds from the scholastic book fair were used to purchase new books for the library. Profits from this year's fair will be used to purchase furnishings for the new library.

The public is welcome to shop for books during normal school hours from Feb. 8-14. The fair will also be open during parent-teacher conferences on Feb. 11 and 14.

PRESERVING THE PAST

by SAMANTHA BANSER

During Janesville School's construction and renovation project, several pictures of the graduated classes were destroyed. The pictures were stacked in an area where water got underneath them and they started to mold. Most of the pictures exposed to the water were damaged beyond refurbishing.

Robin Johnson has taken it upon herself to head up a project to fix and restore the damaged photos.

"At this stage we are trying to determine the size we want to rescan the photos to be," Johnson said. "We are also trying to find replacements because some of the photos are too mutilated to work with."

The four class composites that were damaged the most were the classes of 1926, 1927, 1929 and 1930. If anyone has pictures from those years, she would greatly appreciate it if she could use them to scan for the school's use.

She also plans on having a fundraiser outside of school to support the cost of the restoration project, making a book for the office to display and putting them on a CD. If anyone has pictures from those four years or would like to help with the project, contact Robin at 987-2542 or 987-2581.