Montana
Office of Public Instruction
opi.mt.gov **Elsie Arntzen, Superintendent**

VARIANCES TO STANDARDS APPLICATION
Renewal Application (three years)

Purpose: ARM 10.55.604(4) "Following the second year of implementation of a variance to standards, the school district shall provide evidence to the Superintendent of Public Instruction that the methods selected by the district implement, meet, or exceed results that could have been achieved under established standards."

DUE DATE:
> **Second Monday in October**

COUNTY:

DISTRICT:

LIST EACH SCHOOL THAT IS REQUESTING THE VARIANCE:
Columbia Falls High School

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1. Standard(s) for which a variance is requested, e.g., 10.55.709. If there is a program delivery standard, be sure to list it as well, e.g., 10.55.1801.
   10.55.709 (1)(c)

2. Attach Board of Trustee meeting minutes that show the Board of Trustees adopted the application for a variance at an official, properly noticed meeting that provides evidence that local school community stakeholders were involved in the consideration and development of the proposed variance to an assurance standard or a section of assurance standards.
   (Stakeholder groups include trustees, administrators, teachers, classified school staff, families, community members, and students as applicable.)

3. Describe the renewal variance requested.

Allowing the CFHS library to operate with 1.0 (FTE) licensed school library media specialist with a k-12 library media endorsement and a 1.0 (FTE) paraprofessional, our library will better meet the needs of the students: instruction in library media standards, positive relationships, and staff to help students locate books that fit their academic needs, and books that develop a passion for reading and learning. This flexibility in staffing will allow CFHS to create an inviting space with sufficient staff to manage the physical library, as well as engage in action research and collaboration with subject area classes to teach state library media standards.

4. Describe how and why the proposed variance would be:

a. Workable.

This is a workable scenario precisely because we have two adults working full time in the library. With a paraprofessional taking care of many of the operational tasks of a library, the certified teacher-librarian will have the time to collect and analyze data, plan and teach collaboratively, and offer professional development to teachers, all with the focus of increasing student library media and information literacy.

b. Educationally sound.

This is an educationally sound proposal because the certified librarian is directing a whole library media program. By acting as the director of this library media program, she oversees both the operations of the library, as well as information literacy instruction. The instructional arm of this program includes direct student instruction, librarian-teacher collaboration, partnerships between the librarian and other stakeholders, as well as teacher professional development.

Furthermore, this proposal is based on the idea of continual improvement of the library media program. In order to accomplish this, it utilizes action research as laid out by the Educational Department at Brown University, one of the ten educational laboratories funded by the US Department of Education's Office of Research and Improvement. The Laboratory at Brown says, "Action research projects influence thinking skills, sense of efficacy, willingness to share and communicate... Through action research, teachers learn about themselves, their students, their colleagues, and can determine ways to continually improve (Ferrance, 2000)." I can think of nothing more educationally sound than finding ways to "continually improve" the instruction of library media/information literacy standards. By honing a "willingness to share and collaborate" with content area teachers, this plan ensures that students leave our school with the necessary library media/information literacy skills to be successful in their lives after high school. Action research, with the steps and evidence detailed above, will provide us with the structure and tools to do this.

c. Designed to meet or exceed results under established standards.
The combination of a full-time paraprofessional and a full-time certified librarian not only meets but can exceed the results associated with employing 1.5 librarians. This model enhances accessibility, engagement, resource management, and collaboration, all of which contribute to a more effective library service delivery that supports both student and educator needs.

d. **Where applicable, aligned with program standards under ARM 10.55.1101 through 10.55.2101.**

This model allows us to implement all standards under ARM 10.55.18. With the additional .5 FTE of a staff member in this position, it allows us to better implement these standards.

5. **Reflection upon initial variance:**
   a. **Describe the specific measurable objectives that were listed in the initial variance application that demonstrated how the proposed variance was to meet or exceed the results under the current standard(s).**

Develop student, staff and librarian surveys that are cross-walked with the Montana state Library Media Program Delivery Standards and Library Media Content Standards.
Administer the surveys once per year to track data over time
Library Advisory Team and staff meetings to disseminate and discuss survey results and annual focus standards for the library media program
Use data to drive instructional and operational decisions
Detail the plan for implementing data-based decisions in annual Strategic Library Plan

b. **Provide a summary of the evidence or data gathered to demonstrate that the initial variance meets or exceeds results that could have been achieved under the established standard.**
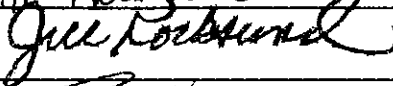
We examined various data points as evidence to support the conclusion that integrating a paraprofessional into the library team, alongside a certified librarian, meets the established standards for library service delivery. The data reflects enhanced engagement, improved service efficiency, and positive feedback from both students and staff, supporting the effectiveness of this staffing model. Data points that were examined include checkout rates, library hours and usage, staff feedback, and our Library Strategic plan (Please see attached).

c. **After reflection on the initial variance, describe any adjustments that need to be made to meet the specific needs of the students in the school(s).**

We're exploring the most effective way to implement student surveys that ensures full participation without overwhelming our schedules. Our team is collaborating with the school's MTSS group to see if we can integrate this initiative into one of our annual spring surveys. Our goal is to balance the need for valuable feedback with the preservation of instructional time. We have developed both a staff and student survey to better track data over time. (Please see attached surveys)

Required school district signatures:

Board Chair Name: _____Jill Rockfund_____

Board Chair Signature: _____ Date: 10/14/24

Superintendent Name: _____

Superintendent Signature: _____ Date 10/14/24

Email the signed form to:

OPIAccred@mt.gov

AGENDA
Board of Trustees
Columbia Falls School District Six
Regular Board Meeting
Monday, October 14, 2024
6:00 p.m.
School District Six Board Room

1. **Call to Order**
2. **Pledge to the Flag**
3. **Approval of Agenda**
4. **Consent Agenda**
   a. Approval of Board Meeting Minutes – Pgs. 1-11
   b. Approval of September Bills
   c. Approval of Investment Reports
   d. Approval of the 24-25 out-of-district student recommendations:
      - 25-198   25-199   25-200   25-201

5. **Public Participation**
   a. Student Body Representative
   b. New Teacher Introductions

6. **Reports**
   a. Written
      - Elementary Principals – Pgs. 12-17
      - High School Principal – Pgs. 18-19
      - Special Services Director – Pg. 20
      - Curriculum Director – Pg. 21
      - Board Standing Committees –See website for reports
   b. Verbal
      - MTSBA Update – Barb Riley
      - Clerk / Business Manager – Dustin Zuffelato – Pgs. 22-24
      - Superintendent – Cory Dziowgo
      - Board Chair – Jill Rocksund

7. **Action/Discussion Items:**
   a. Fulbright Adventures in Uruguay presentation – Paula Koch
   b. End of SY 23-24 STAR testing report – Cory Dziowgo
   c. Consideration of the CFHS Library Variance. – Pgs. 25-38
   d. Consideration of a Request for Proposal for snow removal services. – Pgs. 39-44
   e. Consideration of the Concession Services Agreement with Sweet Retreat. – Pgs. 45-48
   f. Consideration of the Independent Contractor Agreement with Susan Hartman to provide speech/language pathology services from October 2024 to June 2025. – Pgs. 49-50
   g. Approval of the 24-25 SY Strategic Plan. – Pg. 51
   h. Consideration of the removal of authorized signers on the Glacier Bank JH Officials Account. – Pg. 52

8. **Personnel**
   a. **The superintendent has accepted the following resignations:**
   Blake Rosenbaum   Custodian – Glacier Gateway – October 10, 2024
   Michael Rosenbaum   Maintenance – Glacier Gateway – October 10, 2024

b. **Consideration of the following hiring recommendations:**

Peregrine Frissell	JH Boys Basketball Coach
Kent Blair	Mentor - Elementary
Lance Hoffman	Garbage Truck Driver/Assistant Mechanic/Bus Driver - District
Ronald LaTray	Transportation Manager - District
Zachary Davis	Custodian - District
Zachary Baker	Custodian - District
RayLee LaRocque	Hot Lunch Helper/Floater - District
Josiah Osborne	Activity Bus Driver – Non CDL - District
Jamie Heinz	Activity Bus Driver – Non CDL - District
Rheanna Blasius	Special Education Paraeducator – High School
Amanda Piilola	HOSA Advisory – one year only – High School
Sage Wanner	Assistant Soccer Coach – High School

c. **Consideration of the attached substitute hires: - Pg. 53**

d. **Consideration of the following out of state travel requests:**

Becky Bates	NCCE
	February 26-28, 2025
	Seattle, WA
	Carl Perkins
PD Grants	Approved September 23, 2024
	As attached: Pg. 54

9. **Miscellaneous and Future Planning:**
   - Health Insurance Committee Meeting – October 30, 2024 – 4:00 PM
   - Schedule Transportation Committee – West Glacier Route and FY 26 Bus Acquisition – Canyon – Mid day.

10. **Adjournment**

**The next Regular Board Meeting will be held at 6:00 p.m.,
Monday, November 11, 2024, in the School District Six Board Room**

Library Strategic Planning Meeting
Wednesday, October 9, 2024
2:30 In the Library

1. Review/Update Strategic Plan
   a. Review 2022-24 Strategic Plan
   b. Develop Timeline for 2024- 2026 Strategic Plan
2. Library Variance Discussion
   a. Review 2021 Variance
   b. Input for 2024 Variance
3. Adopt Surveys for 24-25
   a. Staff Survey
   b. Student Survey
   c. Timeline for Surveys due to HS Construction

Attendance Sheet:
Cat Martin - Business Teacher
Alia Hanson - Librarian
Heidi Wolf - Library Aid
Jessica Moultray - Parent
Becky Bates - Teacher
Shelley Gress - Teacher/Student Council Advisor
Hilary Yma - Parent

LIBRARY STRATEGIC DEVELOPMENT PLAN 2022-24

GENERAL LIBRARY GOALS FOR 2022-2024

1. Ensure students graduate with the research and information literacy skills they need
2. Partner with teachers to teach library media standards
3. Create an atmosphere to develop a passion for reading
4. Raise circulation by offering books that interest a variety of readers
5. Offer programming that creates community, teaches problem solving and encourages making and doing

FOCUS STANDARDS FOR LEARNERS FOR 2020-23

Selected from the Montana Library Media/Information Literacy Content Standards (2020)

1.a - Formulate and refine essential questions through reading, constructing hypotheses, research question and thesis statements

2.a - Evaluate sources for relevance, currency, authority and bias including those by and about tribes in Montana

2.b - Seek more than one point of view by using diverse sources

3.a - To actively seek the opinions of others and contribute to an environment where all participants ideas are shared and valued

3.c - To work with others to solve problems and make decisions on issues, topics and themes being investigated

4.d - Create original products using a variety technology tools to express personal learning

4.e - Individually pursue answers to self-generated questions

5.c - Routinely read, view and listen for personal enjoyment

5.d - Read widely to develop a global perspective and understand different cultural contexts

6.a - Practice internet safety and appropriate online behavior

TIME USAGE BY INSTRUCTIONAL PERIOD

Quarter	Teacher-Librarian Actions	Type of task and applicable Montana Library Media focus standards	Implementation Notes
1	Update circulation system with new students, teachers, etc.	Operations.	With the new circulation program, Accessit, this is easier than ever. Accessit pulls data from Infinite Campus to create patron records. The biggest issue seems to be that the records created need to have the barcode changed to a student's lunch number. I should get in the habit of cleaning this up once per week. Perhaps on Monday mornings.
	Set up the physical space of the library – new furniture, unpack books, etc.	Operations	Always try to have this completed prior to the start of school. One big project related to this is how to display the art I have been acquiring, esp. the genre paintings students created last year.
	Review collection management tasks with library aide: (1) library administrative systems and physical space; (2) customer service expectations; (3) book processing	Operations	Completed. As I had a new aide for the second time in three years, I'd like to develop a training manual and guide to follow. The training has been a little disjointed, and with the salary that para's earn, I have the feeling that I will be training more people in the future.

Rework & teach library (Book Love) orientation lesson for Freshman and Sped classes	Teaching 5.c - Routinely read, view and listen for personal enjoyment 5.d - Read widely to develop a global perspective and understand different cultural contexts	This has been completed by offering library orientations to both freshman and sophomore students. Both classes come in twice and complete scavenger hunts: one for fiction and one for NF. It seems to work well, though I wonder if I can run reports about circulation that indicate this, or offer some sort of survey to the students.
Schedule all English classes into the library for book talks and independent novel check out	Teaching 5.c - Routinely read, view and listen for personal enjoyment 5.d - Read widely to develop a global perspective and understand different cultural contexts	This has been challenging this year (24-25) due to the craziness of the roof incident and the bussing between three locations. Plus, I need to develop better relationships with some of the newer teachers. I don't know how much they are focusing on reading.
Develop monthly themes for book displays, bulletin boards: back to school, Halloween, Veterans day	Teaching 5.c - Routinely read, view and listen for personal enjoyment 5.d - Read widely to develop a global perspective and understand different cultural contexts	Need to discuss this with my new aide. I am still training her and this is something that I haven't focused on.
Co-teach with 1 teacher I have never taught a lesson with before	Teaching	Worked with Cydney Finberg-Roberts to develop a lesson on ideas and folding paper cranes. Presented to booth learning strategy classes. Wanted to show a

Action	Category / Standards	Notes
		couple of videos, but had no projector.
Co-teach at least 2 lessons with a reading emphasis	Teaching	Completed - book tasting with Bell's honors class, and book talks with Vestal's sophomores.
Plan collaborations with 2 teachers for second quarter	Teaching 1.a - Formulate and refine essential questions through reading, constructing hypotheses, research question and thesis statements 2.a - Evaluate sources for relevance, currency, authority and bias including those by and about tribes in Montana 2.b - Seek more than one point of view by using diverse sources 5.d - Read widely to develop a global perspective and understand different cultural contexts	Would like to get into the government classes and do more work with voters and voter behavior. Further, I think teaching Digital Literacies (News, AI, Information, Lateral Reading, etc) is REALLY important and would like to get with teachers on this. For the first time, this year, I have already been in the government classes and discussed both voting and news literacy, and how to identify and deal with misinformation.
Develop surveys about library operations and instruction for students, teachers and the librarian to track data over time.	Teaching All MLMS standards listed above	Needs work - I need to find examples for this. It's such a big task that I find myself overwhelmed on how to even start.

Task	Category	Notes
Review collection organization/ genres. Connect with other Flathead school librarians to see how they have done it and what categories they use.	Operations	Constantly working on this. All the Spine labels in the fiction section have been updated to include Genre. Still needing to establish the organization of the NF collection as the I HATE dewey. It's completely opaque for the students, plus racist and misogynistic.
Teach students library media skills: using the catalog, using the digital library, Sora app, renewing books, placing a hold	Operations	This was accomplished during the first quarter, but the renewing and checking out books has been harder to get going than I initially thought. This is because the Accessit mobile app doesn't support Google SSO, which is how my students get into the program. Otherwise, students have been introduced to this, but would benefit from an activity directly related to placing holds, writing reviews, etc.
Run annual Titlewise collection analysis.	Operations	Need to do this. Last time I ran the analysis was 21-22, and I have done tons of collection development and weeding since then. I'll plan to do this ASAP so I can use the information for my collection management this year. Would also be interesting to look at circulation statistics.
Develop two reading incentives for implementation this year	Teaching 5.c - Routinely read, view and listen	Haven't done this yet for this year, but Heidi has some ideas for entering

Activity	Standard / Category	Notes
	for personal enjoyment 5.d - Read widely to develop a global perspective and understand different cultural contexts	drawings and a "Read the Genres" challenge and prize. If we can get the genre challenge up by October, that would be great. I also like the idea of challenging the school community to read a certain number of pages, but I think both of these will have to wait until we are all in the school, rather than scattered at three locations.
Update and present "Menu of Services" for teachers. Include library goals for student-learning for the year.	Teaching All the MLMS standards listed above	Need to do this. Would like to have it ready to go when we all get back into one building. November?
Engage in professional development: (1) reading journals, (2) attend webinars/web-based classes, (3) site visits	Professional development	I read journals and attend webinars. Haven't done any site visits. It's just hard to get away. Will modify this for next year.
Co-teach or collaborate with research project	Teaching 1.a - Formulate and refine essential questions through reading, constructing hypotheses, research question and thesis statements 2.a - Evaluate sources for relevance, currency, authority and bias including those by and about tribes in Montana	Continue to work on this. Focus will be juniors and seniors and media and information literacy, as well as civics education and the connection between civic duties and information literacy.
Co-teach or collaborate in reading project	Teaching 2.b - Seek more than one point of view by using diverse sources	Plan to reach out to the English teachers that I don't often collaborate with and figure out a plan of how I

#	Activity	Category / Standard	Notes
		5.d - Read widely to develop a global perspective and understand different cultural contexts 4.d - Create original products using a variety technology tools to express personal learning	can work with them. Would like to go back into the learning strategies class and teach more learning behaviors using picture books. I'll reach out to Cydney, and I think she'll be amenable.
	Application for library variance for state accreditation	Curriculum	The principal is working on this
	Student meeting about library programming and variance	Curriculum	The principal is working on this
	Stakeholder meeting about variance	Curriculum	The principal is working on this
	Inventory collection and English novel sets	Operations	English novels last inventoried June 2022. Collection last inventoried June 2024. Both need to be done this year
	Engage in professional development: (1) attend Flathead school librarian's annual meeting (2) site visits	Professional development	Didn't engage in these exact professional development opportunities, but attended several conferences: AASL 2022 & 2024, ISTE 2023, MLA 2024. Would like to continue to attend conferences. I find them to be incredibly motivating.
3	Co-teach/collaborate on at least 2 research projects that are new this year	Teaching 1.a - Formulate and refine essential questions through reading, constructing hypotheses, research question and thesis statements	We have really settled into research projects at the freshman and senior level. I have been doing lots of co-teaching, and using the ProQuest Research Companion in the Freshman

Task	Standard / Category	Notes
	2.a - Evaluate sources for relevance, currency, authority and bias including those by and about tribes in Montana 4.d - Create original products using a variety technology tools to express personal learning	and Sophomore English classes. I would like to get a better handle on what other research projects are being done in other grades and curriculum areas.
Co-teach/collaborate on at least 1 reading project	Teaching 5.c - Routinely read, view and listen for personal enjoyment 5.d - Read widely to develop a global perspective and understand different cultural contexts 4.d - Create original products using a variety technology tools to express personal learning	I feel like we do this really well with about half of the English classes. Book tastings and book talks work really well, as well as a pointed selection of books for the audience. Right now, I have a collection of high interest books at the canyon.
Develop a system to document research consultations with students	Curriculum	TBA
Administer surveys and review surveys	Curriculum	TBA
Annual Library Advisory Meeting	Curriculum	TBA
Submit Variance to state	Operations	The principal will do this
Digitize library skills associated with our online library of ebooks, including accessing and using Overdrive/Sora by creating a library of screencastify	Operations	I need to do this! Put it on the schedule for this year

resources		
Start BOOK CLUB	Teaching 5.c - Routinely read, view and listen for personal enjoyment 5.d - Read widely to develop a global perspective and understand different cultural contexts	I had a book club that met weekly for the last several years. We are taking a break right now because of the craziness of moving between three locations. When we restart, I think 1 meeting per month would increase attendance.
Start CREATIVE WRITING/POETRY CLUB	Teaching 3.a - To actively seek the opinions of others and contribute to an environment where all participants ideas are shared and valued 3.c - To work with others to solve problems and make decisions on issues, topics and themes being investigated 4.d - Create original products using a variety technology tools to express personal learning 4.e - Individually pursue answers to self-generated questions	Passed this off to Jaime Bell – she is more interested in it than me. Heidi Wolf may be another advisor option. Planning to remove this from the next strategic plan.
500,000 page challenge! -make videos -make flyers	Teaching 5.c - Routinely read, view and listen for personal enjoyment 5.d - Read widely to develop a global perspective and understand different cultural contexts	Still haven't done it. But it seems fun. Maybe in the spring?

Goal/Task	Standards	Notes
Co-teach/collaborate on at least 2 research projects that are new this year	Teaching 1.a - Formulate and refine essential questions through reading, constructing hypotheses, research question and thesis statements 2.a - Evaluate sources for relevance, currency, authority and bias including those by and about tribes in Montana 4.d - Create original products using a variety technology tools to express personal learning	I think rather than creating any new projects, I just need to get a handle on what projects are being done. I think maybe a teacher survey would help with figuring that out? Maybe in conjunction with a menu of services. I can plan to have this out in October.
Co-teach/collaborate on at least 1 reading project	Teaching 5.c - Routinely read, view and listen for personal enjoyment 5.d - Read widely to develop a global perspective and understand different cultural contexts 4.d - Create original products using a variety technology tools to express personal learning	Consistently doing this with about half of the English Department (Vestal, Moran, Bell) Need to reach out to the others.
Reflect on year's progress with focus standards through written reflection and librarian survey		I haven't been doing this constantly, and it would be a good practice. Will need to research and adopt a reflection format/scaffold. Reflection should be completed at the beginning of May to ensure it happens before the end of the year busy-ness.
Reflect on makespace development		Makerspace is out of commission. It

and usage	is now a classroom.
Select focus standards for the 2021-22 school year	Adopted the previously used focus standards.
Review and draft strategic plan for the 2021-22 school year	Need to do this. Principal suggests a three year plan to rotate in conjunction with the variance reviews.

5 YEAR PLAN

PROGRAMMING FOCAL POINTS

☐ Instructional focus on standards - IN PROGRESS
☐ Work with grade level teachers to develop projects that are taught to all students at that grade level - IN PROGRESS
☐ Assessment development for focus standards - IN PROGRESS
☐ Increase circulation by offering books that appeal to a variety of readers - IN PROGRESS
☐ Lunch time programming: book club, creative writing club, lunch and learn speakers - IN PROGRESS
☐ Update and expand non-fiction collection - IN PROGRESS

PROFESSIONAL WORK

☐ Attend AASL conference - DONE
☐ Attend ALAN conference
☐ ISTE Certification
☐ Continue to attend BER regional trainings - DONE

FACILITY NEEDS

☐ New tables for library DONE
☐ A few more arm chairs - DONE
☐ Replace bookshelves - IN PROGRESS

Introduction:
Thank you for participating in this survey! Your feedback is essential for enhancing library services and resources. This survey will take about 5-10 minutes to complete, and all responses are anonymous.

Section 1: General Information

1. What subject do you teach?

_____

2. How long have you been teaching at this school?
   __Less than 1 year
   __1-5 years
   __6-10 years
   __More than 10 years

Section 2: Library Usage

3. How often do you utilize the library for your teaching needs?
   __Daily
   __Weekly
   __Monthly
   __Rarely
   __Never

4. For what purposes do you typically use the library?
(Select all that apply)
   __Research for lesson planning
   __Accessing resources for students
   __Collaborating with library staff
   __Attending professional development events
   __Other (please specify): _____

Section 3: Library Resources and Needs

5. How would you rate the library's current resources for your teaching needs?
   __Excellent
   __Good
   __Fair
   __Poor
   __Not applicable

6. What types of resources do you feel are lacking in the library?
(Select all that apply)
__Fiction/non-fiction books
__Digital resources (e-books, databases)
__Reference materials
__Technology (computers, tablets)
__Classroom sets of books
__Other (please specify): _____

Section 4: Improvements and Suggestions

8. What improvements would you like to see in the library?
(Select all that apply)
__More seating/study areas
__Extended hours of operation
__More diverse materials
__Enhanced technology resources
__Additional programs or workshops for teachers
__Other (please specify): _____

9. What types of programs or resources would you like the library to offer to support your teaching?
(Select all that apply)
__Professional development workshops
__Collaborative planning sessions
__Curriculum resources
__Student research support
__Other (please specify): _____

Section 5: Additional Feedback

10. What do you appreciate most about the library and its services?

_____

11. Is there anything else you would like to share regarding your experiences or suggestions for the library?

_____

Introduction:
Thank you for participating in this survey! Your feedback is valuable in helping us improve our library services and resources. This survey should take about 5-10 minutes to complete. All responses are anonymous.

Section 1: General Information

1. What grade are you in
   __9th
   __10th
   __1th
   __12th

2. How often do you visit the library?
   __Daily
   __Weekly
   __Monthly
   __Rarely
   __Never

Section 2: Library Usage

3. What do you primarily use the library for?
(Select all that apply)
   __Studying/homework
   __Reading for pleasure
   __Research for projects
   __Accessing computers/internet
   __Attending events or programs
   __Other (please specify): _____

4. How do you feel about the library's current resources?
   __Excellent
   __Good
   __Fair
   __Poor
   __Not applicable

5. Which types of materials do you wish were more available in the library?
(Select all that apply)
   __Fiction books
   __Non-fiction books
   __E-books/audiobooks
   __Magazines

__Academic journals
__Study guides/test prep
__Technology/resources (computers, tablets)
__Other (please specify): _____

Section 3: Library Needs and Improvements

6. What improvements would you like to see in the library?
(Select all that apply)
__More seating/study areas
__Extended hours of operation
__More events or workshops
__Better access to technology
__Increased variety of books/materials
__Improved staff assistance
__Other (please specify): _____

7. How would you rate the library staff's helpfulness?
__Excellent
__Good
__Fair
__Poor
__Not applicable

8. What specific programs or events would you be interested in attending at the library?
(Select all that apply)
__Author visits
__Writing workshops
__Study sessions
__Technology training
__Book clubs
__Other (please specify): _____

Section 4: Additional Feedback

9. What do you enjoy most about the library?

_____

10. Is there anything else you would like to share about your library experience?

_____