Appendix F

Research on Joint Facilities

Joint-Use / Shared Facility Libraries

Visited:
- Fairport Harbor Public Library (connected to Harding Junior-Senior High School)
- Geauga County Public Library, Newbury Station (housed in Newbury K-12 building)
- Massillon Public Library, Pam S. Belloni Branch (housed in Fairless Elementary School)
- Stark County Public Library – Plain Community Branch (housed in Glen Oak High School)

Interviewed:
- Alexandria Public Library
- Briggs Lawrence County Public Library, Northern Branch
- Chillicothe and Ross County Public Library, Salem Branch
- Ida Rupp Public Library (Port Clinton and Put-In-Bay)
- Geauga County Public Library, Thompson Station
- Normal Memorial Library, (Fayette)
- Stark County Public Library, Lake Community Branch (Hartville)

HOW IT WORKS

- Most of the partnerships in Ohio are in rural areas that would not have a library branch were it not for the shared space agreements.
- Lengths of the partnerships vary – from 9-100 years.
- Most have written contracts, some more specific/thorough than others.
- Some facilities are closed to the public during school hours; others are open.
- Communication between the entities is crucial, at administrative levels but most especially, among those at the branch/school level. The most successful partnerships spell out clear expectations and demonstrate regular communications among staff.
- Some facilities have both public and school library staff; many employ public library staff only. In one example, library staff are paid by the public library, but are considered volunteers within the school.
- Often, the public library is considered a tenant of the school building and pays a nominal lease.
- The school usually owns and maintains the building and its grounds; the public library usually owns the collection, shelving, furnishings, etc.
- The public library usually selects and purchases materials in the collection, sometimes with the input of school staff.
- Students are often restricted to certain materials during the school day (i.e. DVDs) but can check out whatever they like during afterschool hours.

- Public library may get a maintained facility for a low rental fee.
- Additional and better-quality resources and expertise are available to students, especially in communities where funds for materials and staff are limited.
- The public library becomes part of community in a different way; parents stop in after dropping students off. The partnership provides "community service, goodwill and outreach," especially in areas that are otherwise underserved by public libraries.
- The partnership can sometimes provide shared programming, like author visits, and use school spaces, like gyms and auditoria.

CONS

- Potential clashes between the missions of the public library and the schools.
- Difficulty defining expectations of public and school library staff. Many school staffs are unionized whereas the library staffs usually are not.
- If expectations are not delineated and enforced, public library staff can be overwhelmed.
- Limited hours restrict the public's access to the library and its services and can be confusing. For instance, several libraries are closed during the schools' spring break.
- Lack of sufficient parking creates problems.
- Security – most partnerships shared concerns about the ability to maintain school security levels during the school day, especially in those facilities open to the public during school hours.

ISSUES TO BE ADDRESSED IN CONSIDERING A PARTNERSHIP IN SHAKER HEIGHTS

- Are there expressed needs for a shared facilities or services in Shaker Heights?
  - The schools maintain good libraries in each building, staff by a professional school librarian.
  - Shaker is not an underserved or remote area; there are many, good public libraries in close proximity.
- Would hours limited to non-school times be acceptable to the community?
- Evaluation of cost-savings
  Costs would depend on staffing and building maintenance agreements
- Security of students
- Framework for planning a successful partnership
  - Assessing community needs
  - Involvement and commitment of stakeholders, including residents, school principal and branch manager, as well as school district and library administrators
  - Development of specific, written contract, that spells out the responsibilities of both entities

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