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**SCHOOL LIBRARY
MEDIA CENTERS AND PUBLIC
LIBRARIES:
COOPERATION, JOINT-USE
AND/OR
COMBINATION
TO EXPAND SERVICES**

**Prepared by a Committee Representing Practitioners, Regional Libraries,
Area Education Agency Media Centers, The State Library, and The
Department of Education**

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INTRODUCTION

The Iowa State Library and the Library Media Consultant for the Department of Education both receive requests on an ongoing basis for information on the legality and desirability of some type of combined or joint services for school library media centers and public libraries. The types of services being considered or proposed run from simple cooperation, to some joint use or open access to combined or separate library programs located in a single facility which operate cooperatively to perform the curriculum support functions of the school library media program and to provide the library service needs of children, young adults and adults commonly met or addressed by public libraries.

Factors contributing to this interest are frequently financial. The proposers feel tax money can be saved or used more wisely in such a fashion. Community education which sees the school as a central institution for all of the education needs of a community and which encourages cooperation among governmental agencies is widely accepted and encouraged within the state. This, too, leads to school media centers being encouraged to open their doors to the community to provide for what is perceived to be more efficient use of existing facilities.

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The purpose of this publication is to help communities and school districts determine whether closer cooperation or some kind of joint-use or combination would be the best way to serve the members of their school and community.

PLANNING

Planning is an essential ingredient to any library program. It is even more essential to consideration of a proposal to provide for a joint-use program or to combine a school and a public library. Careful thought must be given to the provision of all services of each program, to the legal requirements of and for both programs and the sponsoring agencies, and to the assignment of responsibility. This planning should be guided by the CODE OF IOWA, 28E, 256.11(9), 392.1, 392.5 and 336, the IOWA ADMINISTRATIVE CODE, 12.5(22) and, by the PLAN FOR PROGRESS IN THE LIBRARY MEDIA CENTER, PK-12 and IN SERVICE TO IOWA: PUBLIC LIBRARY MEASURES OF QUALITY. There are a number of other helpful publications available from the Department of Education on weeding, budgeting and development of selection policies which are listed in the appendix.

In considering the legal basis offered in Chapter 28E of the CODE OF IOWA, it is important that neither the School Board nor the Library Board or Town Council illegally delegate any authority, so an attorney's opinion is an essential part of establishing an agreement. Planning should include

1. Decision Making Authority
2. Financing
3. Physical Facility
4. Administration
5. Staff
6. Collection Development
7. Programming
8. Planning for Evaluation and Renewal/Revision/Retention/
Cancellation of Agreement

Planning is especially needed because each individual library and each school district faces unique challenges. There may be similarities among libraries, particularly those in a given geographical area or population range, but these shared characteristics do not guarantee that any two communities will have comparable library needs. Planning must address the library needs of a specific community. Planning must also address the specific political environment of that community. For this reason, this document does not attempt to offer a formula for joint or combined library service, but guidelines on how to arrive at a formula that will be useful in a given community.

MISSIONS AND FUNCTIONS OF PUBLIC LIBRARIES AND SCHOOL LIBRARY MEDIA CENTERS

I. MISSIONS

The public library's mission is to extend its services to all people. The school library media center is a unique instructional agency - a special library - designed for children and young people engaged in a learning program and for the staff that administers that program. School and public libraries traditionally have accepted the principle of cooperation with each other and other libraries. The value of such cooperation and the

need for networking is receiving increased attention but networking too, is a principle with a history. In fact, the 1956 American Library Association publication, *Public Library Service, A Guide to Evaluation with Minimum Standards* stated that:

"Public libraries and school libraries are part of a network of library facilities, and should work together to provide coordinated and complete services for children and young people." (p. 23.)

II. FUNCTIONS

A. FUNCTIONS AT THE LOCAL LEVEL

1. School Library Media Center

Today's students are tomorrow's citizens and workers. To become self-supporting, self-governing, self-educating, and contributing members of society, they must be able to locate, access, analyze, organize, assimilate and communicate information. Information can overwhelm - millions of books, tons of newspapers, a language with 500,000 different words - to say nothing of all the other languages - and the streams of information, misinformation, and data that deluge us through radio, television and other electronic media such as the "Information Highway" and information networks such as Internet. The most challenging task of education and school library media programs is to help students achieve this kind of information literacy. Teaching information literacy is the only way to ensure that students will be able to learn, solve problems, make informed decisions, and develop productive, satisfying lives, for now and for the future. As Harlan Cleveland wrote, "Education is the drivewheel of an informed society. Information processed into knowledge and wisdom, has become our dominant resource in the United States. . . The people and nations that don't learn to participate in an information-based society will be its peasants."

To meet this challenge to develop an information literate student body, each school

*** must provide an adequate number of qualified, licensed library media specialists and support staff.**

***must provide a library media center containing resources and equipment which will satisfy the curricular and recreational reading, viewing and listening requirements of students.** These collections should be based on a selection policy and procedure providing for inclusion of multicultural, nonsexist materials, as well as more typical criteria. The policy should also address weeding, collection replacement, and a method for reconsideration of selection of questioned titles.

*** must develop a library media information skills curriculum guide.** For this to be effective and to meet the

requirements of Iowa Administrative Rules it should be the result of a cooperative effort between library media specialists and classroom teachers and be supported by school and district administrators. The result of this cooperative effort should be to plan and implement a sequential curriculum of information and library media skills integrated into each subject area at every grade level. [From PLAN FOR PROGRESS in the LIBRARY MEDIA CENTER, PK -12, Iowa Department of Education, 1992]

***must reach beyond the school walls to the whole world of information** and teach its students to be active seekers of information from other sources, both "live" and electronic, including - as a basic source which will still be available to them as adults - the public library.

a. The library media program:

Provides a library media center which facilitates access to information both within the center and beyond the walls.

Provides an information skills curriculum with skills integrated into and supporting the school's educational program.

Promotes literacy and the enjoyment of reading, listening, and viewing.

Provides policies and procedures which guide program development, and management ensuring equity and freedom of access to information and ideas.

Provides a staff of licensed and classified (support) persons. [From PLAN FOR PROGRSS]

b. The library media specialist:

Is an information specialist who facilitates access to information and ideas by providing resources, and services and assists in their location and evaluation.

Is a teacher who participates in the integration and instruction of skills relating to information and ideas, communication and production, and technology.

Is an instructional consultant who participates in development and assessment of curriculum, provides leadership in use of information and technology, and keeps informed about educational and technological developments.

Leads the systematic evaluation of the library media program. [from PLAN FOR PROGRESS]

The range of staffing will be related to, and dependent upon, the **library media program's goals and expected outcomes:**

Coordination and leadership of a variety of learning opportunities provide a positive environment.

Open access and creative scheduling allow both independent and group use of resources and facility to meet needs.

A collection development plan which meets instructional objectives is initiated and followed.

Networking of resources, services, and technology outside the center is available.

Statements of policies and procedures, are developed and revised through a systematic planning process.

Inservices for staff are developed and implemented, as are public relations techniques for communication about new resources, services and technologies.

Library skills/information curriculum is integrated into content areas through resource unit planning, and teaching of skills in cooperation with classroom teachers.

Networking of resources, services and technology are encouraged and coordinated within the building, the district, and beyond.

Program development, implementation and assessment are done through partnerships of administrators, teachers, and library media staff at the building and/or district levels.

Library skills/ information curriculum is fully integrated through instructional design, integrated curriculum, collaboration and co-teaching, and assessment of student achievement.

Library media staff participates in and provides leadership for curriculum development, implementation, and evaluation at building and district levels. [from PLAN FOR PROGRESS]

c. The school media center or school library is a laboratory designed for use of elementary, middle school, junior high and senior high students, teachers and administrators regardless of sex, ethnic group or handicap. Among its distinctive functions is its instructional role. It supports, is integrated with, and plays an advocacy role for the curriculum and meets educational needs by providing a rich variety of materials, equipment and services. It is sometimes called an instructional materials center both because students learn library or media center skills and because they can read, view, and listen for knowledge and enjoyment, choosing from a variety of media. It is also frequently called library, or library media center. Instruction, formal and informal, enables the librarian or media specialist and teachers to teach students to use material with discrimination, judgment and appreciation, to evaluate, think critically about, and to communicate.

There are two major emphases in the school library media center. There is the **opportunity to furnish the intellectual atmosphere and the materials to help students develop an appreciation of good books and good audiovisual, microcomputer and newer technological programming, and an ability to read, listen and view critically.** Curricular and independent study needs are met by a variety of books, periodicals, pamphlets, reference, audiovisual and newer technology, materials, including microcomputer materials accessible to students and teachers throughout the school day. The materials collection is designed to satisfy the demands of individual or classroom projects.

Teachers use the school media center as a resource, preparation and planning center. Teachers and administrators consult with the librarian or media specialist on evaluation, selection and utilization of materials and equipment, but the final responsibility for selection and evaluation is that of the media specialist or librarian. School library media specialists participate with teachers in curriculum development and text materials selection and provide instructional materials production and technology and lab support for the curriculum.

Provision for excellent school library media services is basically the responsibility of the local school board which delegates authority for administration of this program to its superintendent. The superintendent, building principals, the library or media supervisor and/or the library media specialists, work together to plan budget, quarters and equipment purchases. This provision should include reaching out beyond the walls of the library media center and of the school to take advantage of the resources available and to provide more ready access to students and teachers in their classrooms and homes. [adapted from DISTINCTIVE FUNCTIONS]

The library media/information technology program of a school should be the center of a curriculum designed to transform education and library use from rote to route, from knowing to knowing how. [from PLAN FOR PROGRESS]

2. PUBLIC LIBRARY

The public library is designed to serve the reading and informational needs of people of all ages in its service area, including the handicapped. Its collection and services provide access to the working, educational, recreational, and leisure time information needs of the entire community. Public libraries have both print and audiovisual materials for easy circulation. Increasingly, public libraries are part of the "Information Highway" providing access to other libraries and databases. A public library is the community's major center for reliable information for a clientele ranging from pre-school to senior citizens.

Citizen use of the public library requires that it have distinct physical characteristics. It should be located near major traffic arteries and have adequate public parking. Library programs should be accessible for the physically handicapped and in a location that entices the user to come into the informal atmosphere of the public library.

The use of the public library is voluntary; services and materials for all users are planned to satisfy their individual interests.

The Public Library Association offers eight sample roles to help local libraries organize their services. The Association suggests that libraries decide what role or roles to assume and the degree of emphasis to place on each role:

a. Community Activities Center. The library would be a focal point for community services, meetings and activities, working closely with other agencies and organizations in the community to provide a coordinated social, cultural, and recreational program. It would provide meeting rooms and equipment, information fairs, discussion groups, forums, concerts, exhibits, etc. It might also provide space for health testing, tax assistance, voter registration, absentee voting, etc.

b. Community Information Center. The library would be a clearinghouse for information on the community and its activities and services. It might create directories of local information, participate in community referral networks, and plan with other agencies for information fairs on community concerns.

c. Formal Education Support Center. The library would assist students in meeting their educational objectives. This might include elementary, secondary, community college, university, adult basic, etc. The emphasis is on formal education. Tours might be offered as well as homework service. A clearinghouse on formal education and training programs might be provided. The library could select the levels to serve or emphasize.

d. Independent Learning Center. The library would support people of all ages pursuing a sustained independent learning program. Staff might help users identify a learning path, and find and obtain resources. The library might offer occupational inventory, information, and counseling services, prepare "pathfinder" or self-help guides on specific topics. The library may choose to emphasize certain ages or topics.

e. Popular Materials Center. The library would feature high demand, current, high interest materials for a number of ages in a number of formats, actively promoting its services. It could select shelving, displays, etc., which would make the collection appealing, provide lists of materials, provide story hours and summer reading programs. The library might choose to offer off-site service to malls, prisons, nursing homes, etc. The library may choose the ages and formats to emphasize.

f. Preschoolers' Door to Learning. The library would encourage young children to become interested in reading, providing services for children and their parents. It might provide materials on parenting and child development and care. Cooperation with other child care agencies, promotion of reading readiness, storytelling for different ages, and other related programs might be offered and or supported.

g. Reference Library. The library would provide accurate, timely information for job and personal interests. It would promote reference services - on-site and telephone, using networks and databases. It might emphasize business related research, consumer information, or any identified subject area it chose to serve.

h. Research Center. The library would assist researchers and scholars in investigating specific areas of knowledge in-depth. Its collection would seek to provide an exhaustive collection of information in selected areas. The library would probably be a net lender within the interlibrary loan structure in its emphasized subject area(s). It would need to specify the disciplines it intends to serve as a research center.

B. FUNCTIONS AT THE STATE LEVEL

1. STATE LIBRARY OF IOWA

The State Library (which is also a division of the Department of Education) aids and encourages public libraries through the development of regional networks to provide more efficient and effective utilization of resources. The consultant staff is available to assist public libraries by means of consultant visits, workshops, institutes, conferences, and evaluations. The Library is responsible for developing standards for the improvement of public library service.

The State Library provides additional supportive library services for all types of libraries. The State Library coordinates the Iowa Computer Assisted Network (ICAN) which provides interlibrary loan access for all citizens of Iowa. The Iowa Locator is a CD-ROM based location tool that enhances ICAN by providing records for over four million library items in a statewide database. Included in the network are public, college, university, special libraries and school. The State Library's collection of books, periodicals, and records are available to patrons through public libraries. The state film collection is also accessible to patrons through local public libraries. The State Library encourages the development of all types of library services throughout the state.

The Regional Library System was developed to provide supportive services to the public libraries and for interlibrary cooperation. Reference services, interlibrary loan, consultant visits, workshops, and professional collections are some of the services provided by the regional system.

2. DEPARTMENT OF EDUCATION

The Department of Education through its School Library Media Consultant provides services to strengthen and stimulate the development of school library media services, Area Education

Agency Media Centers (AEAMCs), and Area School (Community College) library/learning resource centers.

It develops administrative rules and standards or guidelines for local district and Area Education Agency and Community College library media services. Consultant staff is available for field visit, conferences, inservice training and program evaluations at the preschool, elementary, secondary and community college levels and to AEAs, to higher education institutions training teachers, school librarians or school media specialists, and instructional technologists. The Board of Educational Examiners establishes licensing rules for school media specialists or librarians and interprets the legal requirements for school library media centers.

The Iowa Network for Obtaining Resource Materials for Schools (INFORMS), which is based in the Department, provides back up for computer-assisted bibliographic reference service for school teachers and administrators offered by Area Education Media Center (AEAMC) personnel.

The Area Education Agency Media Centers were developed to provide supplemental collection, audiovisual production and printing services to both students and staff in local schools and districts. They also provide media related consultative services and demonstrate the newest in information technology. The Department of Education has the responsibility for program oversight for these services. The Department has encouraged and supported the development of the Cooperative Network of Inservice Resources (CNIR), a collection of inservice materials, basically audiovisual, which is funded by a number of the Area Education Agencies and the State Department of Education to serve school educators in participating AEAs.

None of the services of the Department, the AEAMC's, the public library or the Regional Public Library System should be construed as a substitute for a school media center or library at the local school or building level.

3. COOPERATION

The State Library of Iowa and the Regional Libraries have particular assignments relating to interlibrary cooperation. The State Library and the rest of the Department of Education cooperate whenever possible to encourage the development of excellent library service for all Iowans.

The Department School Library Media Consultant, the INFORMS staff and the State Library cooperate when appropriate in providing workshops and other inservice opportunities for all librarians and media specialists to keep them abreast of new trends, techniques and developments in the field.

The State Library, the School Library Media Consultant and other units of the Department of Education cooperate in sponsoring and encouraging activities designed to promote formal and informal planning for cooperation among kinds of libraries and in collecting and disseminating information on library cooperation.

The Department of Education School Library Media Consultant will assume responsibility for frequent communications (through newsletters and other media) with school, district, AEA and Area School media or library personnel. The State Library will assume a similar responsibility for all other libraries, including school library media centers when appropriate. Both agencies will share information to assure the widest possible distribution of information and to avoid duplication.

FOR SEPARATE LIBRARY SERVICES EMPHASIZING COOPERATION

I. RECOMMENDATIONS

- A. Public library boards, school boards and administrators should establish lines of communication to keep each other informed of changes in policy with which they are mutually concerned.**

There should be provision for remedial action whenever a conflict in interest arises between the two agencies.

- B. School and public librarians or media specialists should work together to formulate an overall community wide program of library development and to consider mutual problems such as:**
- 1. Definition of respective responsibilities for materials, equipment and services to answer curriculum and individual requests.**
 - 2. Responsibility for teaching and implementing library or media center skills.**
 - 3. Determination of the most effective scheduling of hours open.**
 - 4. Education to insure proper library or media center conduct.**
 - 5. Cooperative effort adequate to ensure sufficient collections available to Iowa's citizens.**
 - 6. Cooperative planning for interlibrary loan, networking and other interlibrary programming.**
- C. School and public libraries, each having unique missions and responsibilities, should generally be financed and administered separately.**
- 1. The local school administration is responsible for school library media centers in relation to the community's entire educational effort.**
 - 2. The public library board is responsible for public library service designed to meet the needs of the entire community.**
 - 3. Experience has shown that joint financing and operation frequently have not been especially successful in meeting the needs of either students or adults.**
 - 4. Administrative, budgeting, and even political difficulties can be avoided by separate operation.**
- D. School media centers and public libraries generally should be housed in separate buildings.**

1. The public library should be located in or near a center of population with adequate parking in that area.
 2. School media centers or libraries, which must of practicality and law be in the building they serve, should be located where they will be most accessible to students, teachers and administrators.
 3. The informal public library atmosphere is more conducive to adult reading and study than the more active learning laboratory atmosphere of the school library or media center.
 4. In joint libraries, the training of the staff, budget allocations, collection, demands for service, and the service given usually is dominated by the needs of one group with a corresponding loss to the other.
- E. Public library bookmobile service is no longer considered as a substitute for centralized school media service.
1. Such a program should be planned to introduce people of all ages to public library services.
 2. It should be developed or continued in areas where there is no public library service.
- F. Frequent classroom visits to the public library should not be considered as a substitute for adequate school media service.
1. Such visits should be intended to acquaint the student with the personnel, collection and organization of the public library.
 2. They should emphasize the public library's role as a source of a wide range of materials.
- G. School media centers and public libraries should devise ways, separately and collectively, to keep the entire community informed of their goals and needs.
- H. Because research tends to show that both sets of patrons receive better service in separate libraries or media centers, joint school and public library (combined programs and facilities) are not recommended. However, if a school district and public library board decide upon such facilities and/or programs, the following guidelines should be followed:
1. Advance planning, involving all concerned parties (school board, public library board, city council, school administration and staffs of the libraries involved) is imperative. Both physical and psychological barriers must be surmounted. Questions to guide this planning are suggested in the appendix.
 2. There should be a written contract specifying responsibilities for staff, hiring, paying, discharging, for circulation and for all other procedures.

3. Space must be sufficient to serve all publics, preschool children, students, faculty, senior citizens and others. Separate and outside entrances, access for the handicapped, restrooms, and meetings rooms (for both public and school patrons) are necessary.
4. Staff must be adequately trained, committed to the philosophy and thoroughly oriented. If there is not multiple professional staff with school staff licensed and endorsed as teacher(s) and school media specialist(s) and public library staff meeting State Library guidelines, the single professional should meet the criteria for both types of library service. Continuing formal meetings between staff and between boards are needed.
5. Funding should be sufficient to maintain or increase services to each public. The contract should specify which agency pays for what. Planners should keep in mind that joint facilities rarely save money and frequently cost more.
6. Collection development should be based on a written selection policy and rules statement adopted by both boards.
7. Continuous evaluation of program and services should be part of the contract. It is usual for one partner to gain and the other to lose. This is often because there is superficial satisfaction based on insufficient concern with or knowledge of what could or should be provided to patrons.

If a community and a school are willing to provide at least as much space as for two good separate facilities with at least as much privacy and access for both groups of patrons; if the community and the school are willing to supply at least as much staff, with at least the same qualifications as would be needed for good separate programs; if the community and the school are willing to provide at least the kind, quality, and quantity of materials as would be needed for separate facilities, and at least the amount of funding needed for good separate programs, and if a school and a community will build in ample time for planning and communication, and seek staff committed to this style of service, then such a community and school might develop a joint library that would be an improvement on separate programs and services.

II. RATIONALE FOR SEPARATE LIBRARY SERVICES: Everyone Needs Three Libraries*

Everyone needs at least three libraries - a personal library, a professional library, and a "public" library. These libraries may contain some of the same materials but none can replace the need for the others.

Everyone needs a personal library. It may consist of nothing more than a television set, a radio, a telephone directory and a copy of the Bible, but it is needed for personal use on demand. The need cannot be handled easily by borrowing, nor is it convenient to lend such materials. In addition to the

immediacy of need of the "primary user" personal libraries have inefficient circulation and control systems resulting in high loss of loaned materials.

Everyone needs a professional library. It may consist of nothing more than an automobile parts book but it is needed for one's professional too frequently and on too short notice to be shared easily. Extensive outside lending from such a collection is even more difficult since the demands of a profession can seldom wait. Checkout and control systems for outside use also tend to be inefficient. For the student and school teacher the professional library is the school library media center.

Everyone needs at least one "public" library - a library that can supplement or "back-up", one's personal and professional libraries. It may provide different versions of the Bible for the occasional study of a Sunday School teacher, or an automobile parts book for a weekend mechanic. In other words, many of the same materials and services available in personal and professional libraries would be available here, but to **supplement** these personal and professional libraries. Public libraries cannot replace them.

For most people this "public" library may be just that - the local public library - but with increasing frequency back-up library services come in many guises and much of the back-up service is provided through "professional" as well as "public" libraries. The school library media center may turn to the district or Area Education Agency Media Center (AEAMC) for additional materials and production services, to the district, the AEA, or the State Department of Education for consultative services, to Cooperative Network of Inservice Resources for audiovisual inservice materials for school teachers and administrators, and to the INFORMS network for computer assisted reference service for teachers and administrators.

The public libraries themselves are part of a network including the Regional Library System, the State Library and ICAN, the state interlibrary loan network stretching throughout the state and beyond state boundaries.

These three necessary libraries should cooperate and offer interlibrary loan services to strengthen and support each other but none can really replace the need for the others.*

*Various versions of this statement, all written by Betty Jo Buckingham, have appeared as an article in Iowa Association of School librarians, **Library Lines**, March 1972, and have been distributed as leaflets at the University of Iowa, School of Library Science, Workshop on "Public Library/School Library Cooperation", March 10, 1978 and at the joint Iowa Library Association/Iowa Educational Media Association Conference, October 17-19, 1980.

JOINT-USE OR COMBINED LIBRARY SERVICE

I. ALTERNATIVES FOR IMPROVING LIBRARY SERVICES

A. LIBRARY COOPERATION

Planned activities and efforts carried out mutually by two or more libraries in a community or area. Might include sharing materials and delivery systems, open access, catalogin programs and catalogs, and shared programs such as a summer reading program.

B. SCHOOL LIBRARY MEDIA CENTER

School districts can choose to open their library media centers, with their collections and information services, to the general public. Schools may open their centers evening, weekends and vacations to allow students and adults to use materials as long as it does not interfere with teach and learning program and student safety. Schools may participate in open access programs sponsored by the State Library.

C. CONTRACT FOR LIBRARY SERVICES

1. A library, usually a school board acting for the school library media center, may contract with one or more political subdivisions to provide library service to the total population. A 28E agreement should be used.
2. A school district under 298.7 of the IOWA CODE can contract with any public library to provide public library service to residents of the school district. "This section does not apply in townships where a contract for other library facilities is in existence.
3. "A school corporation, township, or county library district may contract for the use by its residents of a city library, but if a contract is made by a county board of supervisors or township trustees it may only be for residents outside of cities. A contract by a county shall superced all contracts by townships or schoo corporations within the county outside of cities." This is part of 336.18 of the IOWA CODE. The rest of the section includes details on how to bring this to pass and what the levy limit is for townships.

D. PUBLIC LIBRARIES

Most public libraries welcome students and endeavor to meet part of their curriculum needs. Many also offer special programs whether or not there is an established pattern for cooperation with schools or school library media centers. Most public libraries participate in open access programs which can reach out to children in districts outside their geographic area. Most also provide interlibrary loan services for students as well as other members of their communities.

E. SHARED FACILITY LIBRARY

A library, usually a public library, which shares a common roof with other agencies with a space solely for that library's purposes. The roof may also shelter city hall, a store, a school. A 28E agreement may be required.

F. JOINT-USE SCHOOL LIBRARY MEDIA CENTER/PUBLIC LIBRARY

A library serving both as a school library media center and as a public library, governed, funded and operated by two separate boards and administrative jurisdictions. It operates in a common space, but is staffed by employees of both agencies serving their respective clientele and addressing their respective missions. Most joint libraries in Iowa are a variation of this theme. It makes possible dissolution easier and makes it easier to meet the legal obligations of both entities than does G. A 28E agreement is required. The 28E agreement and the procedures adopted need to delineate carefully how disagreement and other concerns will be resolved. The agreement should also determine who is to be the director.

G. COMBINED SCHOOL LIBRARY MEDIA CENTER/PUBLIC LIBRARY

A library serving as both a public library and a school library media center, operated by a board separate from the City Council, the public library board or the school board, under a legally constituted 28E agreement. An alternative is for the two boards to appoint a director.

II. ISSUES TO BE CONSIDERED IN DETERMINING FEASIBILITY OF ESTABLISHING COMBINED OR JOINT-USE LIBRARY

[QUOTED and/or adapted FROM WISCONSIN. PERMISSION NEEDED]

The following is a list of issues identified by various studies that should be considered when examining the feasibility of establishing a combined school/public library.

1. School district and city or village boundaries are usually not identical. This raises questions about who is eligible to use the library and how much support each entity is expected to provide.
2. Salaries are usually much higher for school librarians.
3. Certification differs for school and public librarians, with a [24 semester hour program or a] master's degree (or the equivalent) and a teaching license required of the school librarian [officially school media specialist in Iowa] and public librarian certification dependent on population.
4. The mission of the school library [media center] is to support curriculum for school age children; the mission of the public library is to meet the information needs of all members of the community. In practice, many public libraries in small communities place a high priority on children and

adult recreational reading. The collection(s) must take both missions into consideration.

5. Libraries generally allow unrestricted access to all available materials for all age groups. Public library materials are selected to appeal to a wide range of interests and ages. The materials in school library collections are carefully selected to match curriculum and maturity level of the student they serve.

6. Two [or more] separate governing agents are required for a combined library. A legally constituted public library requires a board of trustees separate from the school board. [A 28E agreement requires a joint board or administrator.] All decisions regarding policies and operation affect both the school and public service aspects. Consequently,

- board members must be aware of how decisions will affect both user groups and both administrative structures,
- boards or their representatives must meet together regularly,
- when staff are share, the two [or more] boards or their administrators will occasionally have conflicting opinions about priorities and responsibilities.

7. As with any enterprise, success depends on the perceptions, attitudes, and reactions of potential users. Studies cite the following:

- Adults are uncomfortable in the presence of teenagers or in an environment that favors them.
- Students are not eager to return to school after hours, preferring a non-school location for free time activities.
- Students from another school are uncomfortable in a school building other than "their" school.¹

8. Ideal locations for school and public libraries conflict. A public library should be in the heart of town, near businesses, and easily entered with adequate parking adjacent; whereas the school library should be adjacent to classrooms, and the school should be away from the busiest area of the community.

9. The environments of school and public libraries differ, with the school requiring guidance and group supervision, and the public library emphasizing independence and patron privacy. Activities, such as instruction for students and conversation or special programs for adults, may conflict.

10. Easy access for adults sometimes causes a security problem for schools or a concern for children's safety.

11. The cost of a combined library is not as small as sharing space and facilities would make it seem. For example, adults or preschoolers and school children usually want to use the library at the same time, rather than at different and complementary times. This impacts the total space needed as

¹ Wezemen, Frederick. COMBINATION SCHOOL AND PUBLIC LIBRARIES IN PENNSYLVANIA. Harrisburg: Pennsylvania State Library, 1965, pp. 8-10; Peterson, Harry N. "Public Library Branches in School Buildings," ALA BULLETIN 54:215-18 (Mar. 1960).

well as staff, furniture, equipment, and resources. In addition, a public library needs to be open evenings and weekends and during vacation periods.

12. Daily policy or procedural decisions can be a source of conflict. Will the English class use all the terminals, or will some be reserved for adults?

13. Conflicts are bound to arise over priorities given to the many aspects of library service. Examples include content of the collection, hours of operation, programming, space, and access to such things as seating, equipment, resources, the public catalog, reference service.

14. In the event of the dissolution of the combination and the establishment of separate libraries decisions will have to be made as to how to divide the various components (collection, furniture, equipment, software, etc.).²

III. QUESTIONS FOR PLANNERS FOR JOINT-USE OR COMBINED SCHOOL-PUBLIC LIBRARIES

Based on questions submitted
by Katherine Von Wald, Central Iowa Regional Library

A. DECISION MAKING AUTHORITY

What will be the form of governance?

1. Will there be two library boards: school board and public library board?

If so, which board makes decisions in what areas? What methods will be established to encourage communication and cooperation between the two boards?

What methods will be established to encourage communication and cooperation between the two boards?

2. Will there be one governing board? If so, will this be the school board, the public library board or a separate board composed of representatives from or appointed by the school and public library boards?
- [3. If there will be no governing board, who will be the administrator and to whom will that person be responsible?
4. What provisions should be made to provide for evaluation and termination of the agreement? Will either agency be able to do so?]

B. FINANCING

² State of Wisconsin. COMBINED SCHOOL/PUBLIC LIBRARIES: GUIDELINES FOR DECISION MAKING. The author, 1993.

1. On what basis is the financial responsibility for the library to be divided?
2. Will the money be contributed to a unified budget or will each parent agency pay certain parts of specified budget areas?
3. How will the responsibility be divided for deciding what the library's actual financial needs are and what the parent institutions can afford to contribute to library support?
4. What agency has the responsibility for adopting a budget for the library: school board or public library board or both?
5. Will funding of the joint library be sufficient so that neither students nor the general public will suffer cuts in the quality of service received?
6. Will funding be sufficient to improve service in the combined facility?

C. PHYSICAL FACILITY

1. Which agency owns the property: the school board, public library board or both? [If both, how will the situation be handled if the agreement is terminated?]
2. Which agency is responsible for upkeep and major repairs: the school board, the public library board, or both? If both agencies share financial responsibility, on what basis will it be divided?
3. Will the facility be located in a school building and easy for individual students, small groups or classes, and faculty to use during the day? [Remember that ADMINISTRATIVE CODE states that each school shall provide a library media center for its students and teachers.]
4. Will the facility be located in or near shopping and service areas (or the downtown area in small towns) to encourage use by the general public? [What kind of traffic safety problems will be created for students by this location?]
5. Is the center accessible from public transportation? Is parking adequate and accessible for public library patrons throughout the day?
6. Does the facility provide enough spaces for a number of activities including quiet reading space, preschool story time space, reference area, class and individual instruction, viewing areas for individuals and groups, so neither school nor public library services are curtailed?

7. Is the facility arranged so there will be easy access during evening and week end hours? Is there access to rest rooms at all times the library is open?

D. ADMINISTRATION

1. Are circulation procedures the same for both students and the general public?
2. Will policy and practice regarding overdues and fines be similar or different?
3. Are all materials available for all users? If so how will reserves collections and high demand materials for classes be handled?
4. Will the library be open to: rural residents of the county, residents of other towns in the county, and residents of other counties?
5. Will the collections of the public and school libraries be shelved together or separately?
6. Will the catalogs for the public and school libraries be combined or continued separately?
7. How will on-line searches be managed? Will the same rules and charges prevail?
8. How will "discipline" be managed? A school library media center can't just boot out people who are disruptive or who have too many overdues. Very few school enforce the laws about stolen materials and overdues, for example.]

E. STAFF

1. When the service is merged, who will be in charge of the library: the school librarian, the public librarian, or both? [ADMINISTRATIVE CODE states that "each media center shall be supervised by a qualified media specialist who works with students, teachers, and administrators.]
2. Which board hires staff and to whom are library staff responsible: the public library board, the school board, or both [or a separate board]?
3. If more than one librarian is in charge and/or more than one board in charge, what procedures will be used to solve problems in operation?
4. Will library staff meet licensing requirements for school personnel, State Library guidelines for public librarians, or both? (At least one member of the library staff, and all members working in a professional capacity with students

during school hours, must meet licensing requirements for school library media personnel.)

5. Will salaries and benefits be uniform for all library staff?

F. COLLECTION DEVELOPMENT

1. Which agency adopts a material selection policy? Does the school board and public library board jointly adopt one policy, or does each board adopt a separate policy [or can a joint board adopt a policy to which the others must adhere]?
2. What is the procedure for handling controversial materials? Is it the same for school students and members of the general public?
3. How will the materials budget be divided between curricular needs and material for the general public, between various types of materials (books, periodicals, AV materials, newer technologies, etc.)?
4. What staff member(s) will be responsible for making material selection decisions?

G. PROGRAMMING

1. Will it be possible for public library types of programs such as preschool story hours to be held during school hours on week days without interrupting service to students?
2. Will it be possible for adults to use the library during school hours without interfering with or being made uncomfortable by instructional programs for, or general library media center use by, students?
3. Will one staff member be responsible for programming to school students, preschoolers, and adults? If the responsibility is divided, how will that decision be made?

G. ATTITUDE

1. Are decision makers and key individuals genuinely enthusiastic about the project and dedicated to making it work despite inevitable difficulties?
2. Is improved service rather than saving money the overriding concern?
3. Do the concerned groups in the community realize a joint or combined program may not be more economical?
4. Will adults, including nonparents, feel comfortable and welcome? Are they accustomed to using this facility for public functions?

5. Will a mix of pre-schoolers, children, teenagers, and adults be seen as "comfortable?"³

IV. LEGAL FRAMEWORK FOR JOINT-USE AND COMBINED LIBRARY SERVICE

The IOWA CODE provides a framework for "joint services and facilities" in Chapter 28E. Several pertinent paragraphs are provided, but those planning for such services should be familiar with the whole chapter.

A. 28E AGREEMENTS

28E.1 Purpose. The purpose of this chapter is to permit state and local governments in Iowa to make efficient use of their powers by enabling them to provide joint services and facilities with other agencies and to cooperate in other ways of mutual advantage. This chapter shall be liberally construed to that end.

28E.3 Joint exercise of powers. Any power or powers, privileges or authority exercised or capable of exercise by a public agency of this state may be exercised and enjoyed jointly with any other public agency of this state having such power or powers, privilege or authority, and jointly with any public agency of any other state or of the United States to the extent that laws of such other state or of the United States permit such joint exercise or enjoyment. Any agency of the state government when acting jointly with any public agency may exercise and enjoy all of the powers, privileges and authority conferred by this chapter upon a public agency.

28E.4 Agreement with other agencies. Any public agency of this state may enter into an agreement with one or more public or private agencies for joint or co-operative action pursuant to the provisions of this chapter, including the creation of a separate entity to carry out the purpose of the agreement. Appropriate action by ordinance, resolution or otherwise pursuant to law of the governing bodies involved shall be necessary before any such agreement may enter into force.

28E.5 Specifications. Any such agreement shall specify the following:

1. Its duration.
2. The precise organization, composition and nature of any separate legal or administrative entity created thereby together with the powers delegated thereto, provided such entity may be legally created. However, if the agreement establishes a separate legal or administrative entity, the entity shall, when investing funds, comply with the provisions of sections 12B.10 and 12B.10A through 12B.10C and other applicable law.
3. Its purpose or purposes.
4. The manner of financing the joint or cooperative undertaking and of establishing and maintaining a budget therefor.
5. The permissible method or methods to be employed in accomplishing the partial or complete termination of the agreement and for disposing of property upon such partial or complete termination.
6. Any other necessary and proper matters.

³ Ibid.

28E.6 Additional provisions. If the agreement does not establish a separate legal entity to conduct the joint or co-operative undertaking, the agreement shall also include:

1. Provision for an administrator or a joint board responsible for administering the joint or co-operative undertaking. In the case of a joint board, public agencies party to the agreement shall be represented.
2. The manner of acquiring, holding and disposing of real and personal property used in the joint or co-operative undertaking.

28E.7 Obligations not excused. No agreement made pursuant to this chapter shall relieve any public agency of any obligation or responsibility imposed upon it by law except that to the extent of actual and timely performance thereof by a joint board or other legal or administrative entity created by an agreement made hereunder, said performance may be offered in satisfaction of the obligation or responsibility.

28E.8 Filing and recording. Before entry into force, an agreement made pursuant to this chapter shall be filed with the county recorder.

28E.10 Approval of statutory officer. If an agreement made pursuant to this chapter shall deal in whole or in part with the provision of services or facilities with regard to which an officer or agency of the state has constitutional or statutory powers of control, the agreement shall, as a condition precedent to its entry into force, be submitted to the state officer or agency having such power of control and shall be approved or disapproved as to all matters within the state officer's or agency's jurisdiction.

B. SCHOOL LIBRARY MEDIA SERVICES

Public school districts, and approved nonpublic schools in Iowa must meet the requirements of 256.11 (9) of the CODE OF IOWA and 12.5 (22) of the ADMINISTRATIVE CODE. They may seek waivers to the library media section of the ADMINISTRATIVE CODE one year at a time.

The ADMINISTRATIVE CODE states that:

12.5(22) School media center and required staff. The board shall establish and operate a media services program to support the total curriculum. Each attendance center shall have a media center except that attendance centers sharing a physical facility could have a single media center. The board shall adopt a policy and procedure for selection, replacement, gift acceptance, weeding, and reconsideration of school media center and text materials. The collection shall foster a nonsexist, multicultural approach for curriculum studies and individual interests. The budget for each media center shall include funds for replacing and updating materials.

Each media center shall be supervised by a licensed/certified media specialist who works with students, teachers and administrators. A full range of information sources, associated equipment, and services from the media center staff shall be available to students and the faculty. Each media center shall be accessible to students throughout the school day. The school or school district shall develop and implement a curriculum guide covering all grade levels operated for instruction and reinforcement of information search and media skills integrated with classroom instruction.

Public school districts may contract for services for the total population of the district if no public library service is available under IOWA CODE 298.7 and/or 336.18.

C. PUBLIC LIBRARIES

Incorporated communities may establish public libraries pursuant to 392.1 and 392.5 of the CODE OF IOWA. Chapter 336 on County Libraries also has a bearing. Libraries may be accredited by the State Library on the basis of guidelines in IN SERVICE TO IOWA: PUBLIC LIBRARY MEASURES OF QUALITY.

APPENDIX A

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APPENDIX B

CONSIDERING A JOINT-USE OR COMBINED LIBRARY

1. DECISION MAKING AUTHORITY

[This needs more development]

The agreement should carefully define which persons or boards are responsible for making decisions; what the chain of command is, etc. It should be based on the type of agreement chosen [see alternatives defined elsewhere].

In somewhat separate programs, for example, the school librarian might be in charge during the school day, the public librarian at other times. Decisions impacting the total program might be made by a staff committee and/or by the person designated as director. The board owning the facility might be the final authority, with opportunities for input from other boards or staff members.

In more truly shared programs a joint board probably would make most decisions. Of course the boards controlling finance could make decisions having grave impact on what the joint board could do.

2. FINANCING

[This needs more development]

Public libraries are supported primarily by local property taxes with around 6% from state funds, 1-2% from federal funds and around 7% from other sources. Local support is determined by city councils, county and/or township officials. Library boards determine how funds are to be spent. Local libraries receive some technical assistance and other kinds of support from the regional library system.

School districts are funded by a formula of local and state funding with about 4% federal support. Funds for library media programs are determined locally. This may be at the building level when the district uses such a pattern of local determination, or at the district level. The budget is approved by the board. The library media specialist determines how funds are spent based on the line items in the budget.

Where a shared, joint or combined program is being adopted, the agreement should carefully define which agency would provide which part of financing and how the monies would be managed.

Where somewhat separate programs share the same facility, the school and school board probably budgets for curriculum related materials, the library board for adult and preschool materials, etc.

Where a more nearly combined program is used, the administrator or joint library board would perhaps propose a budget, requesting appropriate funding from each agency. The agreement needs to provide the guidelines for the budget request.

3. FACILITIES

Plans for a joint facility should consider the goals and characteristics of the school and of the community, the role and goals of the school library media program and the public library program, the kinds of activities that should take place in each program, the needs of handicapped individuals, the traffic patterns, the need for privacy and the need for each public not to be intimidated by the other public. Plans should provide for the size of collection planned, for the different formats of material, for access to information beyond the library walls.

The following steps are proposed in planning for any facility. They are even more crucial for a joint facility:

1. Recognize and discuss problem. Involve public, boards and staffs.
2. Form action committee(s). Involve public, boards and staffs.
3. Consult specialists concerning educational and program specifications. Involve public, boards and staffs.
4. Develop, revise and approve educational and program specifications. Involve public, boards, staffs and consultants.
5. Select architect. Involve boards, and staffs.
6. Prepare, revise, and accept schematic designs and preliminary building specifications. Involve boards, staffs and architect.
7. Prepare, revise, and approve working drawings, building and equipment specifications. Involve boards, staffs and architect.
8. Accept building and equipment bids, together or separately. Involve staffs and architect.
9. Build or remodel library media center. Involve boards and architect.
10. Accept facility. Involve public, boards, staff and architect.
11. Hold open house.

In general the following spaces are recommended goals for a good program:

Recommended Goals

1. At least 200 square feet for entrance or circulation area including display, checkout, computer or manual catalogs, reserved materials, fax and interlibrary loan connections and copy machine.
2. At least 1600 square feet of space for Reading-Viewing-Listening Room for seating at least 10% of student body and 7 persons per 1000 in community population, at 40 square feet per person.

- a. Grouped seating for at least one class, plus semi-private space for adult users during school day.
 - b. Manual and computer assisted reference area.
 - c. Browsing area near magazine and new materials display.
 - d. Storytelling area.
 - e. Facilities for individual listening and viewing and computer use.
3. At least one student conference area and one adult conference area of at least 150 square feet each.
 4. Opportunity to use other school facilities such as classrooms for community meetings after school hours.
 5. At least 100 square feet of office or work space for each staff member.
 6. At least 600 square feet for processing, production and storage.
 7. At least a mini computer lab or technology lab or individual computers in RLV and access to larger computer lab (which may also be distance learning classroom).
 8. Section for faculty materials or access to teachers' workroom where such materials can be housed.
 9. At least one doorway which is handicapped accessible, with wheelchair access to charging desk, at least one aisle, one computer, and the catalog, with personal assistance available to reach and to read, and a plan for other eventualities.
 10. Close access to an outside door (less than 100 feet) and to restrooms which still can be made available when the library is open and the school is not in session.

Higher Service Goals

1. At least 400 square feet for entrance or circulation area including display, checkout, computer or manual catalogs, reserved materials, fax and interlibrary loan connections and copy machine.
2. At least 2000 square feet of space for Reading-Viewing-Listening Room for seating at least 15% of student body and 10 persons per 1000 in community population, at 40 square feet per person.
 - a. Grouped seating for at least one class, plus semi-private space for adult users during school day.
 - b. Manual and computer assisted reference area.
 - c. Browsing area near magazine and new materials display.
 - d. Storytelling area.
 - e. Facilities for individual listening and viewing and computer use.

3. At least two student conference areas and one adult conference area at at least 150 square feet each.
4. At least one larger meeting room/classroom attached to library.
5. At least 150 square feet of office or work space for each library staff member.
6. At least 1200 square feet for processing, production and storage.
7. At least one mini computer lab or technology lab and individual computers in RLV and attached larger computer lab.
8. At least 400 square feet for teachers' library.
9. Distance learning, TV and radio studio.
10. Dark room.
11. All doorways and aisles wheelchair accessible, with wheelchair access to charging desk, several computers, and the catalog, with personal assistance available to reach and to read, and a plan for other eventualities.
12. Direct access to an outside door and close access to restrooms which still can be made available when the library is open and the school is not in session.

5. STAFF

General

A major part of the agreement must be who is in charge of the library media program and to whom does that person and the rest of the staff answer. The 28E Agreement should address supervision of the library media director. Since in most small towns, the school library media specialist is likely to be the one with the most training, and since this person has an educational role which is required to be met, it is recommended that the school media specialist be the head librarian or director.

Recommended Goals

1. At least one member of staff licensed and endorsed as School Library Media Specialist for appropriate grade level.
2. At least one member of staff qualified for "State Library of Iowa Certification" Level I.
3. At least one member of staff available when library is open.
 - a. At least throughout the school day, Monday through Friday.
 - b. At least ten hours beyond the school day, evenings and weekends.
4. At least enough overlap of staff for licensed, endorsed School Library Media Specialist to provide direction for and/or coordination with other staff.

Higher Service Goals

1. At least one member of staff licensed and endorsed as School Library Media Specialist for K-12 grade level and qualified for "State Library of Iowa Certification" Level IV or higher, or ratio of one per 500 students or major fraction whichever is greater.
2. At least one additional member of staff qualified for "State Library of Iowa Certification" Level I.
3. At least one member of staff available when library is open or one per each 500 students and for each 1000 community members whichever is greater.
 - a. At least throughout the school day, Monday through Friday.
 - b. At least fifteen hours beyond the school day, evenings and weekends.
4. At least twenty hours per week overlap of staff for licensed, endorsed School Library Media Specialist to provide direction/coordination for other staff.

6. COLLECTION

General

1. All collections should be well and frequently weeded and carefully selected. A selection or collection development policy including policies and procedures on gift acceptance, challenges and reconsideration, weeding and replacement should be developed by the staff and oversight committee (board) and adopted by the Library Board, Town Council and School Board.
2. A budget for replacement and development, based on the program, the collection size and the selection policy, should be proposed by the staff and oversight committee (board) and adopted by the financing boards.

Recommended Goals

Elementary School/Public Library

1. At least 8000 juvenile and curriculum related books (volumes) or 20 per pupil whichever is greater, plus 5000 adult and preschool books.
2. At least 20 juvenile and curriculum related magazines, plus 10 adult titles.
3. At least one daily and 1 weekly newspaper.
4. At least 500 nonprint titles, plus access to AEAMC for curriculum support.

Junior High/Middle School/Public Library

1. At least 10,000 juvenile and curriculum related books (volumes) or 20 per pupil whichever is greater, plus 5000 adult and preschool books.

2. At least 40 juvenile and curriculum related magazines, plus 10 adult titles.
3. At least three daily and weekly newspapers.
4. At least 1000 nonprint titles, plus access to AEAMC for curriculum support.

High School/Public Library

1. At least 12,000 young adult and curriculum related books (volumes) or 20 per pupil whichever is greater, plus 5000 adult and preschool books.
2. At least 75 young adult and curriculum related magazines, plus 10 adult titles.
3. At least 4 daily and weekly newspapers.
4. At least 1000 nonprint titles, plus access to AEAMC for curriculum support.

PK-12 School/Public Library

1. At least 12,000 juvenile, young adult and curriculum related books (volumes) or 20 per pupil whichever is greater, plus 5000 adult and preschool books.
2. At least 75 juvenile, young adult and curriculum related magazines, plus 10 adult titles.
3. At least 4 daily and weekly newspapers.
4. At least 1000 nonprint titles, plus access to AEAMC for curriculum support.

Higher Service Goals

Elementary School/Public Library

1. At least 10,000 juvenile and curriculum related books (volumes) or 25 per pupil whichever is greater, plus 7500 adult and preschool books per 1000 persons in community.
2. At least 40 juvenile and curriculum related magazines, plus 30 adult titles per 1000 persons in community.
3. At least 3 daily and weekly newspapers.
4. At least 1000 nonprint titles, plus access to AEAMC.

Junior High/Middle School/Public Library

1. At least 12,000 juvenile and curriculum related books (volumes) or 25 per pupil whichever is greater, plus 7500 adult books per 1000 persons in community.

2. At least 75 juvenile and curriculum related magazines, plus 30 adult titles per 1000 persons in the community.
3. At least 4 daily and weekly newspapers.
4. At least 2000 nonprint titles, plus access to AEAMC.

High School/Public Library

1. At least 15,000 young adult and curriculum related books (volumes) or 25 per pupil whichever is greater, plus 7500 adult and pre-school books per 1000 persons in community.
2. At least 125 young adult and curriculum related magazines, plus 30 adult titles per 1000 persons in the community.
3. At least 6 daily and weekly newspapers.
4. At least 2000 nonprint titles, plus access to AEAMC.

PK-12 School/Public Library

1. At least 12,000 juvenile, young adult and curriculum related books (volumes) or 25 per pupil whichever is greater, plus 7500 adult and preschool books per 1000 persons in community.
2. At least 125 juvenile, young adult and curriculum related magazines, plus 30 adult titles per 1000 persons in community.
3. At least 6 daily and weekly newspapers.
4. At least 2000 nonprint titles, plus access to AEAMC.

7. PROGRAM/PROGRAMMING

1. The library media program facilitates access to information both within the center and beyond the center.
 - a. Readers Advisory Service incorporates the idea of personal guidance in the selection of materials for reading, viewing, and listening.
 - b. The library provides staff trained in reference work to provide reference assistance by telephone or in person during all the hours the library is open.
 - c. The library cooperates with other types of libraries and with other agencies in the local area to provide information services to all patrons.
2. The library media program provides an information skills curriculum with skills integrated into and supporting the school's educational program.
3. The library media program promotes literacy and enjoyment of reading, listening, and viewing.

4. The library identifies the needs of individuals and special population groups in the community and develops goals and objectives for serving these persons.

5. The library media program provides policies and procedures which guide program development, and management ensuring equity and freedom of access to information and ideas

6. The library media program provides a staff of licensed and certified and support persons.

8. PLANNING FOR EVALUATION AND RENEWAL, REVISION, RETENTION OR CANCELLATION OF AGREEMENT

[This needs more development]

Regular formal and informal evaluations should be planned based on the program goals. These should be a vital part of the ongoing discussion between interested parties to assist in determining whether all clients are appropriately served, staff relations are amicable and all parties wish to continue the relationship.

The agreement needs to include careful guidelines on how the agreement can be terminated whenever one or both parties wish to do so.

APPENDIX C

DOCUMENTS TO ASSIST IN PLANNING

1. DOCUMENTS FROM CLEGHORN

- a. City Ordinance
- b. 28E Agreement
- c. Selection Policy
- d. Evaluation
- e. Other

2. DOCUMENTS FROM LONE TREE

- a. City Ordinance
- b. 28E Agreement
- c. Selection Policy
- d. Evaluation
- e. Other

3. OTHER ACTUAL EXAMPLES

4. DESCRIPTION OF JOINT-USE OR COMBINED PROGRAMS IN IOWA

[Needs to be developed]

- a. Cleghorn.
- b. Lone Tree
- c. Amana
- d. Crystal Lake
- e. Sergeant Bluff
- f. Others

5. HYPOTHETICAL MODELS OR EXAMPLES

- a. Personnel Policy
- b. Selection or Collection Development Policy
- c. Others