OPTIONS FOR COLUMBIA PIKE LIBRARY AND ARLINGTON PUBLIC SCHOOLS AT WALTER REED SITE
BRIEFING PAPER OCTOBER 2017

OVERVIEW OF APL AND APS

Arlington Public Library (APL) and Arlington Public Schools (APS) have worked cooperatively for decades, always with the goal of supporting literacy. It is a valued collaboration which has reaped significant rewards.

While APL has a strong emphasis on early literacy for the 0 to 5 age group, APL and APS have collaborated on a number of initiatives for older children as well, including:

- Book clubs at APS.
- Northern Virginia Teen Book festival with notable authors.
- Traveling Trolley, where APS transports elementary students to their neighborhood library for library card registration and a story program.
- Summer Reading program, with over 5,800 students from APS participating in 2016.
- AP Study Night, which invites high school students to study late in to the night at the public library for AP exams.

NUMBERS TO KNOW

Basic Measures	Arlington Public Library	Arlington Public Schools
Total # of physical items circulated each year	2,567,986*	1 million +
Total # of eBooks/eAudio circulation each year	443,741	67,000
Databases	39 databases with 457,256 retrievals in 2016	19 databases with 960,899 accesses in 2016-17
Total Holdings	500,000 physical items. 60,000 eContent items	700,000 physical items, 15,000+ eContent items
Total Staff	122 FTE's includes 47 librarians	5 central offices, 42 librarians, 44 library assistants

*Arlington Public Library circulation breakdown: 42 percent adult materials, 40 percent children's materials, 3 percent, young adult materials, and 15 percent digital. Traditionally, 75 to 80 percent of circulation on OverDrive, an electronic resource for eBooks and eAudio, is from adult users.

BACKGROUND ON COLUMBIA PIKE LIBRARY AND ARLINGTON PUBLIC SCHOOLS

Columbia Pike branch library occupies 20,000 square feet (SF) of the Arlington Public Schools (APS) site located at 816 S. Walter Reed Drive. The library is heavily used by the community and demonstrates the highest use of public PCs outside Central Library. Patrons use the library for private study and reading and to attend public programs (author talks, story times, and classes). The branch sees approximately 600 patrons per day, or 18,000 per month.

The Career Center occupies the remaining 135,500 SF at 816 S. Walter Reed Drive. Other programs currently on the larger campus include the Arlington Community High School (formerly the Fenwick Center) and Patrick Henry Elementary School. A large surface parking lot in the middle of the campus serves users and visitors to all three buildings.

APS is currently adding seats at the Career Center to accommodate planned growth of the Arlington Tech Program. Another 700 to 800 seats are planned for the Career Center campus for completion in August 2022. Given the need for additional square footage to accommodate more seats, County and APS staff are considering options concerning the future of the Columbia Pike branch.

OPTIONS UNDER CONSIDERATION

1. Create one joint-use library at the Career Center campus to be used by the general public and Arlington Public Schools (APS).
2. Relocate the Columbia Pike branch to a well-sited location on or adjacent to Columbia Pike in a facility providing 18,000-20,000 square feet.
3. Co-locate the Columbia Pike branch and a distinctly separate APS library for students on the Career Center campus, in effect a continuation of the current model that maintains the size of the current Columbia Pike branch.

1. JOINT USE LIBRARY

Library staff conducted a thorough literature search of joint-use facilities and discovered the topic has been studied extensively over the past 40 years. One example of an existing joint-use facility that serves a K-12 school population and the public is located in Durand, Wisconsin, population 1,931. Arlington Public Library (APL) staff spoke with the director of this library who shared the facility has separate collection budgets, a separate school librarian, and the public must be buzzed in and identify themselves to enter. There are also examples in higher education where joint-use facilities are shared by students over the age of 18 and the general public. For example, there is a joint-use community college and public library in Tidewater, VA, which is a 125,000 square foot (SF) facility. An additional example cited in news sources, Chicago Library's Back of the Yards Branch, is not really a joint-use facility. APL staff spoke to the manager at this location who confirmed there are two separate libraries at the location – an 8,300 SF public library and a media center/library in the school.

The literature provides examples of jurisdictions where joint-use libraries were attempted and eventually disbanded. Some of the challenges highlighted include:

- Meeting the needs of different communities (students and the general public)
- Safety of students
- Differing levels of staff certification and training required
- Providing collections that meet the needs of all users
- Significantly different internet requirements
- Opposing hours of operation and competing needs during prime use hours
- Community perception that a joint-use facility isn't really for the public

Missions and constituencies

Public libraries and school libraries share a critical role in education. However, they have different missions.

- A public library is open to all, provides free and open access to a wide variety of materials, and offers programs to support lifelong learning.
- A school library is designed for a specific population and focuses on supporting school curriculum and instruction. First and foremost, the school library is an instructional space.

Safety of students

Safety is the most challenging aspect of a joint-use facility.

- A public library accepts everyone in compliance with its mission and the law and users are not required to sign in. Public library users can present security threats. Some patrons at a public library are homeless and/or mentally ill. Security incidents involving these and other patrons happen on a regular basis (at least weekly) and may involve viewing pornography within view of children (which is not illegal), public drunkenness, belligerent behavior with staff and between patrons, and indecent exposure. A public library does not act "in loco parentis" (in the place of the parent) and it is expected that children will be accompanied by their parents or an appropriate guardian.
- A school library limits public access to promote the safety of the students. School library staff do act "in loco parentis" and administer strict sign-in procedures for parents, guardians, and other visitors to the building.

In a joint-use facility, maintaining a high level of security necessitates separate bathrooms and separate entrances for the public and students. Even with such precautions in place, in a more urban setting, it is very difficult to prevent students from being exposed to security incidents.

Staff certifications and role

Both public librarians and school librarians must have a Masters in Library Science (MLS). Public librarians are not held to the same level of regulation and evaluation as school librarians.

- Public librarians require an MLS and Virginia State certification. Upon hire, a criminal background check is required. Public librarian staff are evaluated once a year.
- School librarians are fully certified teachers, who are required to take courses in child psychology and development. They are required to re-certify every five years. They must be trained in CPR, dyslexia and concussion awareness, and technology use, as well as provide a negative tuberculosis test. They are subject to significant background checks. School librarians are evaluated at least once per year, and up to three times a year if they are a probationary employee (first three years of service).

Collections

Public and school libraries have different underlying philosophies for collection development and widely varying collection needs. The literature notes the overall size of the collection in many joint-use libraries is too small to meet the needs of all the users.

- Arlington Public Library materials selections policy states, "The public library seeks to balance its collection of materials and resources so that it is broadly inclusive rather than exclusive of ideas. The library does not serve as censor of the reading, viewing or listening of any member of the public."
- Arlington Public Schools libraries support the curriculum and instructional needs of their students. Collections are tailored to meet the needs of specific age groups.

Internet access
Arlington Public Library (APL) and Arlington Public Schools (APS) apply filters to public access PCs with two major differences:
- APL, in accordance with Virginia law, provides unfiltered internet access to patrons who request unfiltered access. APL also permits users to bring their own devices for use in the library and there is no requirement that personal devices be filtered. Much of the use of the internet in the public libraries is through personal devices. This means that patrons in the public library may be looking at pornography, which is not illegal. Staff do their best to accommodate these patrons in a public setting by having them use more privately located public PCs or providing privacy screens. Not all patrons are amenable to these privacy accommodations, which legally the library cannot mandate be used.
- Schools, including APS, apply a much stricter internet filtering standard.

Access and Competing Needs
- Arlington Public Library is open to the public 60+ hours a week, including both Saturday and Sunday hours and evening hours until 9 pm.
- Arlington Public School libraries are typically open only during school hours and are closed on the weekends, in the summer, and for extended holidays. Secondary school libraries are open before and after school hours, but only for a limited amount of time.
- Public programming (e.g., story times, maker labs) are conducted in open areas throughout the day at the same time school libraries are in heavy use.
- Public libraries are typically built with many private meeting room areas for public use, whereas school libraries generally have an open design with few separate attached rooms.
- Separate bathrooms and entrances for public and school use are needed to accommodate security concerns, which typically increases the overall footprint needed for the library and adds expense to construction.

Community perceptions
A number of studies cited the reluctance of adults to frequent a public library that is on school premises or also serves as a school library. This is especially true with older adults, who may feel intimidated by groups of teens. The research has further shown when community members perceive they are entering a school library, use drops off and can result in patrons no longer using the public library. (McNicol, Sarah. "What Makes a Joint Use Library a Community Library?" *Library Trends* 54, no. 4 (Spring 2006): 519-534; Haycock, Ken. "Dual-Use Libraries: Guidelines for Success." *Library Trends* 54, no. 4 (Spring 2006): 488-500.)

2. RELOCATE THE COLUMBIA PIKE LIBRARY

Relocation will require a multi-year planning timeline. Critical factors to consider include:
- Libraries add value to communities. A new library location on Columbia Pike will serve as an anchor for the immediate surrounding area and will draw significant foot traffic for area businesses. Libraries in Arlington that re-located to more commercial areas (Westover and Shirlington) experienced significant and sustained spikes in public use.
- An appropriate space would need to be located on or near Columbia Pike, in coordination with County facilities, planning, economic development, and real estate staff.
- Funds will need to be identified in an upcoming County Capital Improvement Plan.

3. CONTINUATION OF CURRENT MODEL WITH COLUMBIA PIKE LIBRARY CO-LOCATED ON THE SAME CAMPUS AS APS

A continuation of the current model raises the following issues to consider:

- Careful planning and definition of roles and responsibilities is required and can be a pitfall (e.g., "who does what" and "who's in charge").
- Detailed operating agreements are beneficial for both parties (County/Arlington Public Schools).
- To the extent the Walter Reed campus is re-imagined and existing buildings are demolished or configured differently, funds will need to be identified in an upcoming Capital Improvement Plan.

Decision Points and Next Steps
Community Process: Career Center Working Group

SOURCES

Chant, Ian. "Serving Two Masters/Library by Design, Spring 2015" *Library Journal,* September 2015. http://lj.libraryjournal.com/2015/05/buildings/lbd/serving-two-masters-library-by-design-spring-2015/ Accessed 09/17/2017

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Moorman, John. "Don't Do It!" *Public Libraries* 41, no. 6 (November/December 2002): 35-38.

"NJLA Statement on School/Public Library Joint Use Standards." *New Jersey Library Association*, 16 Dec 2003.

Virginia Code for Public Libraries
https://law.lis.virginia.gov/vacode/title42.1/chapter3/section42.1-46/

Virginia Code for School Libraries
(http://www.doe.virginia.gov/instruction/library/index.shtml)
8VAC20-22-420. Library media preK-12 (Licensure Requirements for Librarians)
indicates that the certification for school librarians is unique.
8VAC20-131-190. Library media, materials and equipment. (Library program requirements)
indicates that schools must have libraries to be fully certified.
8VAC20-420-10. Library personnel. (School Librarians in jointly-controlled libraries under school board control)
indicates that any school library staff must be under the control of the local school board.