Implementation Resource Toolkit
A Guide to Implementing School-Library Partnerships

Developed as Part of an LSTA Student Success Initiative Collaboration between the Pacific Library Partnership and the NorthNet Library System

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# Table of Contents

- Introduction..................................................................................................................i
- Executive Summary.......................................................................................................ii
- Student Success Participants........................................................................................iv

1 **Considerations for Defining a Student Success Card Policy**……1
   - Models of Successful Student Library Cards
   - Details to Consider in Your Model
   - Privacy
   - Identifying Benefits for Your Local Stakeholders
   - Metrics for Determining Milestones

2 **Considerations for Defining a Partnership**.................................6
   - Initial Contact with Schools
   - Talking Points for Your Initial Meeting
   - Next Steps

3 **Technical Considerations**.................................................................11
   - Models for student library card applications
   - Using a Student ID vs Library Barcode
   - Importing Student Data Into Your ILS
   - Fines

4 **Marketing and Promotion**.................................................................17
   - Developing Marketing for Your Student Success Initiative

5 **Pilot Library Survey Results Regarding the Student Success Grant**.................................................................................................................19

6 **Case Studies from Pilot Libraries**.......................................................21

7 **Supporting Documents**........................................................................50
   - MOU's, Technical Data, Information Sheets, Sample Opt-Out Forms, Sample Letter to School Superintendent
   - Conclusion and Articles Supporting School Collaborations
Introduction

In California, there are over 8,000 K-12 public schools, and over 1,000 public libraries. The alignment between libraries and schools is strong, with each focusing on providing educational resources to students to achieve.

In 2013, President Obama created the ConnectED Initiative with the goal to “provide 99 percent of American students with access to next-generation broadband in their classrooms and libraries by 2018.” As this goal became reality, the idea was expanded, and in April, 2015, the ConnectED Library Challenge called on libraries to work with mayors, school leaders, and school librarians to create and strengthen partnerships so that every child enrolled in school will receive a library card. With the library card comes “a promise to support student learning through programming that develops their language, reading, and critical thinking, [and] provide digital resources, such as eBooks and online collections.”

Several public libraries within California took up this challenge and joined the ConnectED initiative, including San Francisco Public Library, Oakland Public Library, and Los Angeles Public Library.

As more libraries in California and throughout the United States began development of models for partnerships with schools for library cards, the Pacific Library Partnership (PLP), consisting of the 42 library jurisdictions within the San Francisco Bay Area, with the NorthNet Library System (NLS), consisting of 54 library jurisdictions in Northern California as a partner, received a $50,000 LSTA grant for the Student Success Initiative for Fiscal Year 2016/17. The intent of the grant was to help libraries in their efforts to create collaborations with schools for library cards for school children. The PLP Student Success Initiative was designed to extend the implementation of the ConnectED Library Challenge in California.

The Student Success Initiative represents 11 public libraries who, together, have supported each other in a community of practice in developing their individual partnerships. The libraries range in size from single branches to county libraries and includes one consortium.

This Student Success Initiative Implementation Resource Toolkit represents what we have learned in the last year, and includes best practices, Memorandum of Understandings (MOUs), introductory letters and marketing which can be duplicated, as well as case studies from the libraries about their efforts throughout the year.

We hope that you will find this Toolkit useful.
Executive Summary

Most public libraries align themselves with education and work closely with schools regarding the educational needs of students. When the ConnectED Library Challenge was announced, the Pacific Library Partnership (PLP) recognized the need to regionally address that relationship. With the NorthNet Library System (NLS) as a partner, PLP received an LSTA grant in FY 2016/17 called the Student Success Initiative.

An Advisory Committee was formed comprised of libraries which have developed partnerships with schools for library cards or were very interested in doing so. The Advisory Committee helped shape the vision of the Student Success Initiative, where the mentor sites would help through sharing their experience, the pilot sites would have support in developing partnerships, and all would participate as a community of practice.

We were pleasantly surprised that 11 libraries from PLP and NLS participated as pilot sites, ranging from small libraries, counties and major cities. Four mentor libraries and an Educational Services Coordinator (a position paid for through the grant) supported the pilot libraries as they built their student success initiatives. The Basecamp project management web application was used as a central communication hub for all participants.

We have received formal support from the California Department of Education for continuing the development of the Student Success Initiative, which strengthens the commitment of partnerships between schools and libraries.

This is what we have learned through this first year of the grant

- Gaining the initial interest of school administrators can be challenging. It helps if there is support from a mayor, city council, school superintendent, or other outside influencer.
- There are various models for library cards, and the model depends upon the type of collaboration and the needs of the community. Models can be as simple as library staff physically issuing library cards individually to students, however, when there are thousands of cards to distribute, this can be very labor intensive. A more complex model involves a Memorandum of Understanding (MOU), which potentially allows for a deeper sharing of resources.
- Several libraries, whether part of our Student Success Initiative or creating the partnerships with schools on their own, have found that the hardest yet most successful model is for the schools to provide the library with the school’s student ID number and associated information so that libraries can import that data directly into their automated library system. Some libraries decide to put their barcode directly on the Student ID or else just use the Student ID as the library barcode, since students tend to memorize that number. In many cases, a Student ID may follow a student throughout their entire school experience. Other libraries issue limited access cards, or full access cards.
- Long-lasting collaborations take time to create. Of the four mentor libraries (Oakland, Mountain View, Shasta and Marin County), only Mountain View has a firmly established, 4-year relationship with schools, offering virtual cards for high
school students (issuing over 8,600 cards to date). Marin, after years of planning, has just launched their initiative. Oakland, after over 2 years of planning, will launch their initiative in time for the Fall 2017 school year. They are working through the process of eliminating fines for youth, which will involve Council approval, and are attempting to configure their automated library system to successfully accept the student ID numbers from the schools. Shasta is in their second year of implementation, and have reached half (13,278) of the entire student population (26,315) enrolled in public schools.

The pilot sites reported that they need help in the following areas

- Developing effective talking points for conversations with the schools to identify the need and create the MOU or collaboration.
- Working through the issues to share student ID data. This includes addressing the issues concerning the Family Educational Rights and Privacy Act (FERPA), and creating a solution to address the sharing of information. Libraries address FERPA differently, by an opt-in or opt-out letter sent by the school, the school recognizing the library as a ‘sub-contractor’ so that data can be shared, or other action taken at the School District level to clear the path for data sharing.
- Various models are needed for how to handle the data once it is imported into the library’s automated library system. Questions include how to import the bulk data depending upon the automated library system, whether a new patron type should be created (this is complicated but has pay-offs for tracking), and how to handle duplicate records if the student already has a card (some database vendor pricing models are based on number of cardholders, and de-duping can be tedious).
- The need for a quantitative evaluation tool to demonstrate use/payoff once the collaboration has been established to continue the partnership.

Support received through the grant

- All pilot sites found the mentor sites and Educational Services Coordinator helpful, as well as the monthly phone calls, individual mentor/tutor check-ins, and the in-person meeting of all participants.
- Pilot sites believe that having support from the California Department of Education will help in making the partnerships with schools.
- We have developed this Student Success Initiative Resource Toolkit and the web page [http://www.plpinfo.org/about-the-plp-student-success-initiative/](http://www.plpinfo.org/about-the-plp-student-success-initiative/) to outline the best practices learned by this first group of pilot and mentor sites. We hope it will help other libraries as they consider collaborations.

Because of this grant, at least two of the pilot sites have confirmed commitment from either a school or a school district, and the others are all in talks with their schools. We are pleased to announce that in FY 2017/18, we have expanded this grant through LSTA funding, as the State-Wide Student Success Initiative.
Student Success Participants

Advisory Committee
San Francisco Public Library
Oakland Public Library
Shasta County Library
Butte County Library
San Mateo County Library
Pleasanton Public Library

Pilot Libraries
Alameda Free Library
Folsom Public Library
Lincoln Public Library
Los Gatos Public Library
Palo Alto Public Library
Peninsula Library System
Richmond Public Library
San Jose Public Library
San Rafael City Library
Solano County Library
Woodland Public Library

Mentor Libraries
Marin County Library
Mountain View Public Library
Oakland Public Library
Shasta County Library

Pacific Library Partnership Staff
Carol Frost, CEO
Katie Leach, Educational Services Coordinator
Mary Alexander, Special Projects Librarian
Considerations for Defining a Student Success Card Policy
Models of Successful Student Library Cards

Through collaborations, many successful models for Student Success library cards have been created. This page offers a brief overview of three types of library cards supporting the collaborative efforts of student success, and also identifies some considerations for libraries when developing their own model that matches their community needs.

Full Access Card
A full access card gives students full access to all online and in-library resources.

- Full access to online resources such as databases, eBooks and online tutoring
- Full access to in-library resources such as books, programs and computer/Internet access

Limited Access Card
With a limited access card, the library can determine which types of resources the students can access.

- Limited access to online resources such as databases, eBooks and online tutoring
- Limited number of books allowed for check out. The number of books varies between libraries

Internet Only Card
An Internet only card gives students full access to online resources. Students cannot check out books with the card, but can upgrade to a full access card with a parent/guardian present.

- Full access to online resources such as databases, eBooks and online tutoring
- Access to eBooks is at the discretion of the library
- No books allowed to be checked out
- Can be upgraded in person at the library with a parent/guardian present

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<th>In-library materials</th>
<th>Computer use</th>
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<td><strong>Limited Access</strong></td>
<td>Full access or limited access</td>
<td>Limited number of books allowed for checkout</td>
<td>Full access or limited access</td>
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<tr>
<td><strong>Internet only</strong></td>
<td>Full access</td>
<td>No checkouts allowed unless card is upgraded by a parent/guardian</td>
<td>No computer access unless card is upgraded by a parent/guardian</td>
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Details to Consider in Your Model

Each collaboration will be structured differently depending on the needs of the community and the library. Below are considerations to discuss with your staff before meeting with school officials.

Review the different types of library card and think about what is best for your library and community. Is it a database only card, a limited access card, or a full access card? Be familiar with different scenarios and decide on one or two options which will work best so that you can explore them in relation to your conversation with the schools.

- Gather some statistics to determine how many youth have library cards. Look at census data and compare that to how many children there are in your service area. Quantify the percentage of youth with cards, and develop the story of how many more students you can help. www.ed-data.org is an excellent source of education data for California cities and counties.

- The school may want to start off simple, with just issuing cards to students manually, and will not want to commit to sharing the student ID number. Discuss with your team what various phases for deeper collaborations could be for your partnership.

- Find examples of school/library partnership closest to you and review the specifics of what some of those collaborations look like.
  - If you plan on using the student ID, use an example of a partnership that uses this model successfully.
  - Review the case studies included in this Toolkit. These represent a various types of student success partnerships.

- Do you have any existing policies which might need to be modified?
  - Do you have fines for children’s materials?
  - If the school is willing to share their student ID/data with you, are you willing to share the barcodes with them so that the teachers will have them for their students?
  - Would you need a new patron type for importing data?
  - Define your ultimate goal or vision of a successful collaboration. What would need to happen to make this a reality?
  - Refer to the supporting documentation from pilot libraries included at the end of this Toolkit. The documentation includes example policies that have been developed, which could be modified for your use.
Privacy for Students

An important detail to consider is student privacy. Schools must comply with the Family Educational Rights and Privacy Act (FERPA) and will have questions about how this collaboration fits with in that. Schools may be reluctant to share student data with the library. Here are some ways to mitigate potential challenges:

- Be prepared to explain why the data you are requesting is needed and how you plan on using it.
- Have an MOU ready to share with the district (refer to the example MOUs at the end of this Toolkit).
- Have a list of successful student success models with contact information available.
- Have a clear plan of how you will protect the student data and the privacy of students.
- Understand FERPA and be prepared to explain how you can work together to protect student data. To learn more about FERPA visit https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html
- Sometimes, despite a library’s best efforts, the school still does not feel comfortable sharing student data. It may take multiple conversations over a period of time. If a school district is reluctant, start small, develop a low risk collaboration, and build from there.
Identify Benefits for Your Local Stakeholders

It is worthwhile to think about what benefits your library can bring to a partnership with the school. Brainstorming before you have your initial conversation will help you focus in on what is important. The benefits should be from the perspective of library staff, school administrators, as well as elected officials. Below are some examples:

Library staff:

- Needs to have an understanding of the library's positioning and value within the educational landscape.
- This positioning benefits the library as an essential partner in the community’s educational goals.

School Administrators, teachers and staff:

- Align yourself with the school's educational goals and mission.
- Student library cards supplement the school’s own resources.
- Helps bridge student achievement and success outside of the school.

Elected officials, community leaders and general public:

- Education is the key factor in economic advancement and quality of life.
- Student library cards contribute and are an essential component of the academic success of the community.
- Identify community organizations that share common goals with your library partnership. For example, the Campaign for Grade Level Reading, or Project Cornerstone. School/library collaborations can be seen as a part of the solution to that community wide initiative.
Metrics for Determining Milestones of Success for Your Student Success Initiative

There are many ways to evaluate the effectiveness of your student success initiative. Below are a list of metrics that will help you track and measure your success. The list is meant to be a resource where you can pick and choose which metrics apply to your initiative, and can be used as milestone markers for your project.

- The library staff are aware of this project and I have formed a team to work on this project.
- We have established clear targets for our initiative, such as grade level for outreach, school or school district, target number of cards to be issued, etc.
- The library has created a timeline for this project, and is flexible, knowing that dates might shift.
- The library has identified what level of collaboration we will be able to do with the schools regarding issuing and sharing data (such as using the student ID numbers, how to issue the cards, etc.)
- The library has analyzed/audited my community and outlined a path to success.
- The library has created a MOU with the district.
- The library has considered and identified steps to protecting the privacy of student data.
- The library has identified one or more key persons with the school or school district.
- The library has held one or more meetings, and has communicated the goals of this project.
- The library has created a marketing strategy to support this project.
- The library has a clear plan for implementation and distribution of student success library cards.
Considerations for Defining a Partnership
Initial Contact with Schools

The conversations a library has with various stakeholders are important opportunities to show the shared value in a student success initiative and to build partnerships. Each community is unique in the way the school system is structured. Below are a list of tips on how to begin contact with the schools.

- Schools are often on different timelines than the public library. Look at school calendars and be strategic about the time of year in which you reach out to schools. While school administrators work throughout the summer, they may also take vacation during that time. Additionally, the beginning of school and end of school are busy times for school staff and employees. Consider reaching out at other times during the school year. However, if a school system is on year-round scheduling, keep that in mind as well.
- Make a list of contacts at each school and/or district. These people may include school administrators, school librarians, IT professionals, school board members and/or other school professionals.
- Consider using several modes of communication. For example send an email and follow up with a phone call.
- Attend relevant school meetings and functions to both learn about the goals of the school system and to align yourself as a partner in reaching those goals.
- Be sure to look through the documentation at the end of the Toolkit. Some libraries have included emails to the Superintendent and other correspondence as an example.
Talking Points For Your Initial Meeting

Once a meeting is established, you will want to make sure you are going into it prepared and knowledgeable. Below are suggestions, soundbites and talking points to help you make the most out of your initial meeting with the school officials. Each school system, community and school official are unique. Be sure to tailor your talking points and meeting to how you feel would resonate best.

Statistics/Quotable Soundbites

- 94% of parents believe that libraries are important for their children (Pew Research Center, Internet, Science & Tech, 2013).
- Children who use the library are more likely to continue to use the library for lifelong learning (Libraries Transform).
- Children who use libraries do better in school.

Making the case for why school/library cards are important

- Public libraries support Common Core State Standards through availability to resources for students such as fictional and nonfictional texts, online research tools, promoting literacy, and critical thinking skills.
- Public libraries provide access to Broadband/wireless connections and computers.
- Libraries offer safe and welcoming spaces for homework help and summer reading and learning programs.
- Potential to strengthen community ties through successful collaboration.
- Education drives economic advancement and overall quality of life. When schools and libraries partner, it gives the students the best possible chances of academic success.
- The community benefits from these partnerships as schools and libraries leverage funding and expertise.
- Find the school's strategic plan and align your goals with theirs.
- Use phrases that emphasize the positive benefits:
  - Libraries are aligned with education.
  - Libraries offer a safe place for students.
  - Libraries offer wrap-around services for students.
  - Libraries support Common Core State Standards.
- Consider using the word 'collaboration' rather than 'partnership' when talking with schools, as some schools use the term 'partnership' in very specific ways which are beyond the scope of this type of collaboration.

Give the schools examples of successful collaborations

- Show stakeholders work/research you have already done on the project. It shows them that action is within reach.
• Talk about the different models, and assess what level of collaboration they might be interested in. This will look different for everyone. Have a flexible plan in place on how the card might work.
  o Passing out cards or mailing cards.
  o Privacy (FERPA) and parental involvement (opt-out or opt-in forms).
  o List possible levels of involvement and/or risk.
Next Steps

The initial conversation is just the beginning of a series of conversations you will be having with those involved in the project. It is important to create a flexible plan that includes important next steps to maintain the momentum created by the initial meeting. Below are some considerations when thinking through the next steps of your project.

- Determine what next steps would need to be taken after your initial meeting. Remember, this will be a series of conversations, so make sure to leave knowing what deadlines each party has agreed to, what action items need to be taken, and who is the lead.
- Maintain a list of contacts. This list would include School Administrators, School Librarians and/or IT Professionals.
- Be mindful about the school schedule. It is often difficult to hear back during school vacations or during busy times of the year (for example, the beginning and end of the school year).
- Follow up in a timely manner.
3

Technical Considerations
Models for Student Library Card Applications

Each library will have a unique way of processing applications that works for them. Depending on the size of the library, dedicated staff members and the size of the student population in the community, this process will vary. Below are examples of strategies other libraries are using to streamline this process.

Paper Applications

If you choose to issue paper applications, this can be done in a variety of ways.

- Work with the school district to have the application in the Back to School orientation packet
- If you are working with an entire school or large grade level, try to stagger the groups so that the volume is manageable.
- If you are giving the library cards to the teacher to distribute, consider also giving the teacher a list of the barcode numbers with students’ names.
- Pilot libraries found it successful when they held a ceremony at the school to distribute the cards. Consider inviting superintendents or other stakeholders.

Automatic issuing of library cards

Some libraries who have worked through the FERPA issues with schools have been able to develop a process where libraries are able to automatically issue library cards to students, bypassing the paper application process. This may be done through opt-out forms, rather than opt-in forms. Examples of these forms can be found at the end of the Toolkit. The following two sections further discuss elements of this option.
Using a Student ID vs. Library Barcode

As was mentioned previously in the section “Models of Successful Student Library Cards,” the most deeply integrated model for student success cards involves the use of the school’s Student ID. Incorporating the Student ID as part of the library card can create several benefits.

Some libraries use the ID as the barcode, which works well if school districts use one ID number throughout K-12. Some libraries use the library barcode, but track the student through a special patron code or through the Student ID which is in a searchable field in the patron record. The tips below come from the “Stepping Up to the ConnectED Library Challenge: A Call to Action” report.

Benefits of using the Student ID:

- Easy-to-remember number
- No risk of lost cards
- Provides continuity for students throughout their school life
- Serves multiple purposes for students
- Facilitates data sharing
- Creates a strong connection between the library and school

Benefits of using a library barcode:

- If a student has a library card already, there is no need to change or create a new account
- There is no need to create new cards and the barcodes fit within the established barcode pattern for your library
- Maintains continuity among library users
- The barcode number can stay with the student after they graduate

When considering the best model, think about how your library barcodes are currently used with resources such as databases and how patrons authenticate to online resources.
Importing Student Data Into Your ILS

Libraries may choose to import the student data into their Integrated Library System (ILS). This could be done manually or through a script. Each library should also determine the best strategy for duplicate cards. Below are two approaches to handling duplicate records.

Choosing data elements

Some libraries ask for only a few pieces of information while others ask for all of this information. The specific information you need will depend on your ILS and how you format your patron records. Refer to the supporting documentation from pilot libraries included at the end of this Toolkit for further examples. Below are common fields which libraries are requesting from schools in an extract file.

Child’s Name: Last, First, Middle
Mailing Address: Number, City, Zip
Residence Address: Number, City, Zip
Home Telephone:
Other Telephone:
Email Address:
Birthdate:
Parent/Guardian:
School Name:
Teacher:
Grade:

Data transfer:

- Work with your ILS, library IT department and school district IT department to develop a plan on how you will transfer the data.
- Create a schedule of when you will receive data files to transfer to your system.
  - Recognize that schools are often on different time tables and there may be periods of time in which the IT department does not work. Be flexible and coordinate your data transfers with that in mind.
- Decide what data fields are important to transfer over.
  - The fewer fields you need, the easier the data transfer will be. Consider what information is necessary.

Duplicate cards

- Update the patron information the library has on file with the data the school provides. If the student data file is small, you may choose to update the ILS manually with the data the school provides. This will involve creating new student patron records as well as identifying duplicate records.
- Libraries may choose to write a script to automate the process of updating accounts.
- You may consider creating a student card patron type or some other type of distinguishing label or index in your ILS for these cards for statistical and tracking purposes.
- There will be a percentage of students who already have library cards that will overlap with the student cards that import data. You will need to develop a strategy for those duplicate records.
- Libraries should be prepared for students with an existing library card and have a plan for providing them with something tangible. For instance, if you are distributing the cards at school, provide those students with afterwards, so that they do not feel left out.
- Communicate to the schools and students with existing library cards why they will not be receiving a card, and encourage those students to use their existing cards.
Fines

Each library will need to decide whether to use their existing fine policy or to create a unique fine policy for the student success cards. Below are examples and considerations based on existing collaborations.

Example models of fine policies for Student Success Initiative cards

- Fines remain the same as any other library card.
- Cards do not accrue late fees, but students will be charged for replacement fees for lost or unreturned items.
- Cards do not accrue any fines, but will block users from checking out more materials.
- Cards do not accrue any fines or block users.
- A limited use student success card may have different fine rules than a full use card for youth.

Things to consider

- Your library board, city or county may have policies in place already. These policies may or may not be flexible and able to change. Understand the limitations before beginning conversations with the school district.
- Have a clear fine policy before talking with the school district. Make sure any forms for parents clearly explain their financial liability.
- School may have questions about who will be financially responsible. Be prepared to explain your policy and how you plan to collect fines (if any).
- Have examples ready of other successful collaborations and how fines are being handled.
Marketing and Promotion
Developing Marketing for Your Student Success Initiative

Whether you will be doing a full marketing campaign or will be keeping it simple, creating a strategy to let others know what the project is about is important. Branding and marketing builds interest and momentum around a student library card collaboration. In addition it differentiates the program from other library cards and avoids confusion when talking with schools and partners. Below are ideas, examples, and considerations to think about when building a marketing strategy.

Considerations

Here are some ways in which to brand your student success initiative:

- Name the project something catchy, preferably in collaboration with which you are partnering
- Develop a new physical card which will be distributed to the students
- Create fliers which promote the initiative
- Create a social media or other news campaign for publicity
- Work with your Teen Advisory Board or community to help brand or choose the design of the cards.
- Identify any community-wide initiatives with similar goals. Consider aligning your goals and outcomes with these initiatives in mind.

Example branding and marketing strategies:

For examples of branding for Oakland and Shasta please refer to section 7 – Supporting Documents.

- Oakland Promise card
- Shasta Public Library "Student Success Initiative"
  o Adding initiative helped differentiate the cards and created interest in the program
- Alameda Free Library "Connect Card"
  o Virtual Card
  o "Connect" to illustrate the virtual connection to the library
- Palo Alto "Asset Card"
  o Referencing the Project Cornerstone 41 Developmental Assets
Pilot Library Survey Results Regarding the Student Success Grant
Pilot Library Survey Regarding the Student Success Grant

At the conclusion of the grant, the eleven pilot libraries were asked to complete a survey regarding the Student Success Grant. Below are the results of that survey.

The first three questions of the survey asked if the pilot libraries had increased their skill in developing partnerships with schools, established a closer relationship with the school they were partnered with, and if they had increased their knowledge and skill for creating Student Success Initiatives. The answers to these questions were identical: results were evenly split between Absolutely (33%), Very Much, (33%) and Somewhat (33%). There were no responses for Not Really or Not at All.

What was the most beneficial part of the grant?
The surveyed libraries universally answered that the collaborative environment and resource sharing aspects were instrumental to getting ideas and support for their projects.

What would you change about the grant?
The responses were mostly focused on the aspect of time. Several responses mentioned that more time to meet and collaborate would be helpful, as would earlier access to information on technical aspects of sharing library cards.

Did you feel supported throughout the grant process?
Responses for this question were in the majority (44%) of Absolutely, with 33% responding that they felt Very Much supported and the rest either Somewhat (11%) or Not Really (11%).

If we continue a community of practice in this way, what is your preferred way of communication?
The majority of answers mentioned email (33%), Basecamp (33%) or a combination of both (22%). Other communication methods suggested were Slack, IRC, a newsletter, or other digital group.

If there is funding, would you want to be a part of this grant again?
Responses were in the majority of Absolutely (44%), Somewhat (33%), and Very Much (22%). There were no responses for Not Really or Not at All.

Is there anything else you’d like us to know?
Of the two responses to this question, one response expressed appreciation for having a central source of resources and support. The other response suggested for PLP to keep encouraging partnerships between schools and public libraries, for the value of staying connected to education and relevant to the public.
Case Studies from Pilot Libraries
Eleven pilot libraries were sent surveys asking them to describe their library, the kind of partnership they had, and where they were in the process of developing their programs. Below is a summary of the results of the case studies.

**Type of library**
- Multiple Branch (54%)
- Single Branch (36%)

**ILS vendor and product**
- Sierra (54%)
- Other (Ex Libris, Polaris, Koha, Carl X) (45%)

**Type of school partnering with**
- One school district (45%)
- One school (36%)
- One school and multiple school districts (9%)
- Multiple school districts (9%)

**Targeted student age**
- 14-18 years old (36%)
- 5-10 years old (27%)
- All ages (27%)

**Level of student success initiative project**
- Full access (63%)
- Internet only (18%)
- Limited access (9%)

**Do you plan to modify your existing student or youth fine policy?**
- No (72%)
- Yes (18%)
- Need more information before deciding (9%)

**Do you plan to modify any other policy or procedure because of the Student Success Initiative?**
- Yes (36%)
- Maybe (36%)
- No (27%)

**What is your plan for identifying the student success library card in your ILS?**
- Student ID (36%)
- Don’t know yet (36%)
- Other (identifying info in note field) (18%)
- Barcode (9%)
What is your estimated time frame for a roll out for this project?
- Already started (27%)
- 6-9 months (18%)
- 3-6 months (18%)
- Other (18%)
- 9-12 months (9%)
- 1-2 years (9%)

Summary of Student Success Initiative and MOU progress:
Two libraries (18%) have had MOUs drafted and approved. Three library MOUs are pending approval (27%). Six libraries (54%) have either had their MOUs rejected, are working without an MOU, or declined to specify their progress on an MOU. Several libraries early in the process are currently focusing on building partnerships and relationships with school superintendents and education outreach coordinators.

How has your library considered handling student data in compliance with FERPA?
Five of the libraries (45%) answered that they have either not considered FERPA or declined to answer the question or provide further information. Three libraries (27%) answered that they are in discussions with their partnered school districts to determine what information they have access to and the limits on what can be used. Two libraries (18%) have stated that they will work with the limited data that the school board releases to them. One library has actively created an FAQ for the parents of the students to address the protection of their data and the library’s privacy policy.

Do you have a plan on how you will distribute the library cards to students?
Six libraries (54%) plan to distribute a physical card, mostly through onsite visits to classrooms and in one library’s case through the public library itself. Three libraries (27%) answered that their cards will be virtual and a physical card will not be issued. The remaining two libraries (18%) do not yet have a plan for how they will distribute the cards.

Have you thought about or created any marketing or branding?
Six libraries (54%) answered that they either had not created any branding or declined to answer. Five libraries (45%) answered that they are in the planning stages of marketing and branding, with several identifying the name of their program. One library disclosed that they will be holding a contest for teens to design the student card as part of their marketing plan.

Have you created any documents or forms (letters to superintendents, MOUs, etc.?)
Six libraries (54%) answered that they have created or are drafting an MOU, a letter to the school, or an FAQ to be sent to parents with their school enrollment information. Five libraries (45%) have either not created any documents or declined to state.

What has been the biggest surprise and the biggest challenge regarding the Student Success Initiative?
Four libraries (36%) answered that the biggest surprise was the enthusiasm of the school board and willingness to work on with the library on the initiative. In contrast, one library was surprised to find that the school had no interest in sharing information that would move the project
forward. Three libraries (27%) mentioned that they were surprised by how much time was required to get the project off the ground, and one of the challenges was to keep the momentum going in the face of the lengthy process. One library answered that the example MOUs on the Basecamp site were extremely useful in drafting their own MOU.

**Do you have advice for libraries considering a Student Success Initiative?**
Most of the libraries encouraged building relationships with school administrators as soon as possible and to have patience with the length of the process. One library suggested finding current initiatives that would work with the project and to research other initiatives that the program may be able to piggyback on. Another library said to secure budget funding for the project, as their initiative grew in scope and ran into the challenge of funding an expanded project.
Pacific Library Partnership Student Success Initiative
Case Study for Pilot Sites – Alameda Free Library

Name of Student Success Initiative lead
Hallie Fields

Title of Student Success Initiative lead
Teen Services Librarian

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hfields@alamedaca.gov, 510-747-7780

Type of library
Multiple branch

ILS vendor and product
Polaris

Type of school you are partnering with
One school district

Name of school
Alameda Unified School District

Targeted student age
Students 14-18 years old (9th-12th grade)

Level of student success initiative project
Internet only

Do you plan to modify your existing student or youth fine policy?
No, because we’re issuing virtual cards only.

Do you plan to modify any other policy or procedure because of the Student Success Initiative?
We may modify our policy that anyone under 16 has to have a parent/guardian signature to get the card. We would only be modifying the policy for the student library cards and not for other types of cards.

What is your plan for identifying the student success library card in your ILS?
Student ID

What is your estimated time frame for a roll out for this project?
9-12 months
Please provide an overview of your Student Success Initiative, and where you are in the process
We’ve had a team of library staff working on this project. We have an IT/Tech services staff member, a supervising librarian, the library director, the Teen Services Librarian, and 2 reference librarians involved in the project. We have planned our timeline and all the initial work of starting the project. We have created a pitch, information about why the project is needed, and created a website of student resources to use in our presentations to students and teachers (https://connectcardlibrary.wordpress.com/). We have drafted an MOU and had it approved by our city’s legal department. We are currently getting in contact with the school superintendent of the Alameda Unified School District. We hope to get approval from the AUSD’s legal team and move forward with the project. We would like to do a pilot group of individual English classes in the fall and move to a larger group in the Spring of 2018.

What is the status of creating an MOU or partnership with the school or school district regarding the Student Success Initiative?
We have created an MOU that has been approved by the city’s legal team. We are setting up a meeting with the school district’s superintendent to get the school board’s approval of the MOU.

How has your library considered handling student data in compliance with the Family Educational Rights and Privacy Act (FERPA)?
We will handle student data the same way we currently handle minor’s data. We will comply with any FERPA policies and protect the privacy of a student’s educational data. Our library does not keep track of items that have been checked out previously. As we begin working with AUSD we will learn more about how to comply with FERPA.

Do you have a plan on how you will distribute the library cards to the students?
Librarians will go to the schools to present about how to use the digital library card. Presentations will focus on logging in to library resources, how to use databases, and the types of digital resources that are available. Since we are offering a virtual card, there will be no physical card distribution.

Have you thought about or created any marketing or branding for your Student Success Initiative?
We have named our virtual library card the “Connect Card.” We wanted a name that focused on a connection to library resources for students. Since students will be using their student ID numbers as their barcodes, we will refer to that ID as their “Connect Card.” We are working on other branding to be used in marketing materials that will be distributed to students, teachers, and parents.

Have you created any documents or forms (letters to school superintendents, MOUs, etc.)? If so, please attach them with this questionnaire.
We have created the MOU. We are working on a letter to the school superintendent, teachers, and parents. So far our contact with the superintendent has been through emails with our library director.
What has been the biggest surprise and the biggest challenge regarding your Student Success Initiative?
The biggest surprise was that we haven’t already created this partnership. After talking to colleagues and other librarians at the face to face meeting it was so obvious that working directly with the schools and creating a partnership is so important. I remember several people saying that they don’t know why they hadn’t tried this before.

The biggest challenge so far has been keeping the momentum going as the project goes through different people and departments. We have had more delays that anticipated because there are a lot of moving parts and people who are involved.

Do you have advice for libraries considering a Student Success Initiative?
Find someone in the school system to be on your side from the beginning. If you have someone in the school system who is rooting for and talking about this project it will help. Make the connection as soon as possible because they will help you make other connections that are vital to the project continuing.
Pacific Library Partnership Student Success Initiative
Case Study for Pilot Sites – Folsom Public Library

Name of Student Success Initiative lead
Debbie Centi

Title of Student Success Initiative lead
Youth Services Librarian

Email and phone of Student Success Initiative lead
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Type of library
Single branch

ILS vendor and product
Sierra

Type of school you are partnering with
One school district

Name of school
Folsom Cordova Unified School District

Targeted student age
Students 5-10 years old (K-5th grade)

Level of student success initiative project
Full access card

Do you plan to modify your existing student or youth fine policy?
Yes

Do you plan to modify any other policy or procedure because of the Student Success Initiative?
Yes

What is your plan for identifying the student success library card in your ILS?
We haven’t figured this out yet

What is your estimated time frame for a roll out for this project?
6-9 months
Please provide an overview of your Student Success Initiative, and where you are in the process
We are planning to provide library cards to all Kindergarten students in the district (10 elementary schools) in the coming 2017-18 school year. We are currently seeking funding for this project through our Friends of the Library group.

What is the status of creating an MOU or partnership with the school or school district regarding the Student Success Initiative?
We are building on current relationships with Kindergarten teachers and the Office of Communication and Community Engagement’s Outreach coordinator. Our district is undergoing a change in leadership at the Superintendent level and we look forward to establishing a relationship with the new administration.

How has your library considered handling student data in compliance with the Family Educational Rights and Privacy Act (FERPA)?
We haven’t yet considered.

Do you have a plan on how you will distribute the library cards to the students?
Our plan is to visit all Kindergarten classes to distribute the cards.

Have you thought about or created any marketing or branding for your Student Success Initiative?
We are in the planning stage for marketing materials/branding.

What has been the biggest surprise and the biggest challenge regarding your Student Success Initiative?
The biggest surprise was that through participation in the grant we began to consider more possibilities for our project - providing cards to ALL students in the district, sharing of data and expanding the scope of our initial project. The biggest challenge has been funding an expanded scope of the initial project.

Do you have advice for libraries considering a Student Success Initiative?
Secure budget funding for the project.
Pacific Library Partnership Student Success Initiative
Case Study for Pilot Sites – Lincoln Public Library

Name of Student Success Initiative lead
Kathryn Hunt

Title of Student Success Initiative lead
Library Manager

Email and phone of Student Success Initiative lead
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Type of library
Single branch

ILS vendor and product
Ex Libris Voyager 9.1.1

Type of school you are partnering with
One school

Name of school
Western Placer Unified School District; Lincoln High School

Targeted student age
Students 14-18 years old (9th-12th grade)

Level of student success initiative project
Internet only

Do you plan to modify your existing student or youth fine policy?
Not at this time.

Do you plan to modify any other policy or procedure because of the Student Success Initiative?
Yes – we will be modifying our procedure for adding patrons to take these digital cards into account.

What is your plan for identifying the student success library card in your ILS?
Student ID
Identifiable library barcode

What is your estimated time frame for a roll out for this project?
1-2 years
Please provide an overview of your Student Success Initiative, and where you are in the process
We have support from the City, the school district, and the high school for this project. We have an MOU drafted that is preliminarily approved, pending legal review. However, we are currently considering switching ILS vendors in the next year, and are postponing technical conversations until that decision is made.

What is the status of creating an MOU or partnership with the school or school district regarding the Student Success Initiative?
The MOU has been drafted and reviewed by the library and the superintendent; once the technical timeline is established, it will be sent to legal for review.

How has your library considered handling student data in compliance with the Family Educational Rights and Privacy Act (FERPA)?
We have been relying on our school partners to help direct us in regards to FERPA; we are requesting the least amount of student data possible, allowing opt-out, and maintaining confidentiality of the records.

Do you have a plan on how you will distribute the library cards to the students?
Physical cards will not be distributed; students will use their IDs.

Have you thought about or created any marketing or branding for your Student Success Initiative?
No, as this will be after the technical aspects are resolved.

Have you created any documents or forms (letters to school superintendents, MOUs, etc.)? If so, please attach them with this questionnaire.
See attached MOU.

What has been the biggest surprise and the biggest challenge regarding your Student Success Initiative?
The biggest surprise has been the support from our school system, especially given the experiences of other libraries. The biggest challenge has been navigating the school system to find the right people to talk to.

Do you have advice for libraries considering a Student Success Initiative?
Do it! But be patient with the process; it will take a while.
Pacific Library Partnership Student Success Initiative
Case Study for Pilot Sites – Los Gatos Library

Name of Student Success Initiative lead
Jennifer Laredo

Title of Student Success Initiative lead
Division Manager

Email and phone of Student Success Initiative lead
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Type of library
Single branch

ILS vendor and product
Koha

Type of school you are partnering with
One school

Name of school
Los Gatos High School

Targeted student age
Students 14-18 years old (9th-12th grade)

Level of student success initiative project
Full access card

Do you plan to modify your existing student or youth fine policy?
No, policies will stay the same.

Do you plan to modify any other policy or procedure because of the Student Success Initiative?
No

What is your plan for identifying the student success library card in your ILS?
Student ID

What is your estimated time frame for a roll out for this project?
3-6 months
Please provide an overview of your Student Success Initiative, and where you are in the process
We have coordinated with our local high school administration to roll out SSI in the fall. When families register for school over the summer, they will have a box to check indicating they understand their child's student ID will be activated as a Los Gatos Library card.

What is the status of creating an MOU or partnership with the school or school district regarding the Student Success Initiative?
We do not have an MOU with the school district.

How has your library considered handling student data in compliance with the Family Educational Rights and Privacy Act (FERPA)?
We created an FAQ for parents so they can understand how their child's data will be used during the SSI project, how their records would not be disclosed and included information about our Library's privacy policy.

Do you have a plan on how you will distribute the library cards to the students?
The student ID will be the Library card, they will not need a distinct library card. The student ID numbers stay the same throughout the duration of the student's time in high school.

Have you thought about or created any marketing or branding for your Student Success Initiative?
Yes, we're in the planning stages for marketing. At this time we will not be using a specific type of branding for this program.

Have you created any documents or forms (letters to school superintendents, MOUs, etc.)? If so, please attach them with this questionnaire.
In our initial letter to the school, we discussed the program. We also made a short FAQ to be included with the enrollment information for parents.

What has been the biggest surprise and the biggest challenge regarding your Student Success Initiative?
Our biggest surprise was how easily the school administration approved the idea, as long as we were willing to work with the enrollment timeline. No huge challenges yet, though we'll see how the data import goes in a few months.

Do you have advice for libraries considering a Student Success Initiative?
Consider using the school registration as a vehicle for getting parents to sign on. It's a natural time and place for them to approve their child's participation. Talk to your school as soon as possible with an understanding that they may not be able to implement it until the next school year.
Pacific Library Partnership Student Success Initiative
Case Study for Pilot Sites – Palo Alto City Library

Name of Student Success Initiative lead
Jenny Jordan

Title of Student Success Initiative lead
Youth Services Manager and Children’s Library Branch Manager

Email and phone of Student Success Initiative lead
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Type of library
Multiple branch

ILS vendor and product
Sierra and Encore

Type of school you are partnering with
Multiple schools
One school district

Name of school
Palo Alto Unified School District

Targeted student age
Students 5-10 years old (K-5th grade)
Students 11-13 years old (6th-8th grade)
Students 14-18 years old (9th-12th grade)

Level of student success initiative project
Full access card

Do you plan to modify your existing student or youth fine policy?
We already have no fines on children’s items but there are no plans to extend it to teen materials at this time.

What is your plan for identifying the student success library card in your ILS?
Student ID

What is your estimated time frame for a roll out for this project?
3-6 months

Please provide an overview of your Student Success Initiative, and where you are in the process
We are still discussing how we should start implementation.
What is the status of creating an MOU or partnership with the school or school district regarding the Student Success Initiative?
We have created an MOU and are in conversation with the school district, they haven’t signed it yet because of privacy concerns.

How has your library considered handling student data in compliance with the Family Educational Rights and Privacy Act (FERPA)?
Still under discussion with school district. We may start with virtual cards instead of full service cards as originally planned.

Do you have a plan on how you will distribute the library cards to the students?
As mentioned above we may use their student id numbers to issue virtual cards.

Have you thought about or created any marketing or branding for your Student Success Initiative?
We have decided to call it the Student Asset Card referencing the 40 Developmental Assets. So far we have not created any other marketing.

Have you created any documents or forms (letters to school superintendents, MOUs, etc.)? If so, please attach them with this questionnaire.
Created have an MOU.

What has been the biggest surprise and the biggest challenge regarding your Student Success Initiative?
It is a surprise how long everything is taking. The biggest challenge for us has been the privacy issue. The school is very concerned about it.

Do you have advice for libraries considering a Student Success Initiative?
Be prepared for it to take longer than you expect. Be prepared to be flexible with regard to partnering with the schools. I would also suggest starting small although we did not.
Pacific Library Partnership Student Success Initiative  
Case Study for Pilot Sites – Peninsula Library System

Name of Student Success Initiative lead  
Sandy Wee/ Peninsula Library System (San Mateo County Libraries)

Title of Student Success Initiative lead  
Student Success Initiative

Email and phone of Student Success Initiative lead  
wee@smcl.org, (650) 312-5276

Type of school you are partnering with  
Multiple school district  
County Office of Education

Name of school  
Belmont – Redwood Shores School District  
San Mateo – Foster City School District  
San Mateo Union High School District

Targeted student age  
Students 5-10 years old (K-5th grade)  
Students 11-13 years old (6th-8th grade)  
Students 14-18 years old (9th-12th grade)

Level of student success initiative project  
Full access card

Do you plan to modify your existing student or youth fine policy?  
No, we are fine free.

What is your plan for identifying the student success library card in your ILS?  
We haven’t figured this out yet

What is your estimated time frame for a roll out for this project?  
Other: hopefully by Fall 2017

Please provide an overview of your Student Success Initiative, and where you are in the process  
With the help of Anne Campbell, San Mateo County Superintendent of Schools, we identified three school districts to potentially pilot the Student Success Initiative project. Belmont-Redwood Shores, San Mateo-Foster City, and San Mateo Union High School Districts are all interested in piloting this project. Our goal is to distribute cards by fall 2017.
What is the status of creating an MOU or partnership with the school or school district regarding the Student Success Initiative?
Currently, the schools prefer we move forward with limited data they care share with us.

How has your library considered handling student data in compliance with the Family Educational Rights and Privacy Act (FERPA)?
Each school district’s board has limited information on what they can share and we are using what we can to move forward with issuing library cards.

Do you have a plan on how you will distribute the library cards to the students?
Details are not ironed out.

Have you thought about or created any marketing or branding for your Student Success Initiative?
Details are not ironed out.

Have you created any documents or forms (letters to school superintendents, MOUs, etc.)? If so, please attach them with this questionnaire.
Details are not ironed out.

What has been the biggest surprise and the biggest challenge regarding your Student Success Initiative?
So far, school districts we have reached out to are on board on access to information for all students. They want to make it as seamless as possible. All three schools we reached out to want us to implement the project ASAP.

Do you have advice for libraries considering a Student Success Initiative?
To be flexible and work with what school districts are willing to provide.
Pacific Library Partnership Student Success Initiative
Case Study for Pilot Sites – Richmond Public Library

Name of Student Success Initiative lead
Katy Curl

Title of Student Success Initiative lead
Library and Cultural Services Director

Email and phone of Student Success Initiative lead
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Type of library
Multiple branch

ILS vendor and product
Innovative Interfaces Inc Sierra

Type of school you are partnering with
Likely will pilot at one or two schools

Name of school:
TBD will choose school(s) that already have programs in place that allow us to build on prior success.

Targeted student age:
Students 5-10 years old (K-5th grade)

Do you plan to modify your existing student or youth fine policy?
Planning to do a study and make that recommendation during fiscal year 2017-18. Need to study impact on Fine and Fee fund and resulting expenditures.

Do you plan to modify any other policy or procedure because of the Student Success Initiative?
Possibly limiting number of items allowed to be checked out on student cards. Expiration date on cards?

What is your plan for identifying the student success library card in your ILS?
Initial discussions around patron type if data sharing not possible. If data sharing possible may utilize student ID in some way.

What is your estimated time frame for a roll out for this project?
9-12 months

Please provide an overview of your Student Success Initiative, and where you are in the process:
We experienced a staffing change losing our project lead. The school district also has a new Superintendent. We have not yet spoken directly with the school district or individual schools. However, we have had very productive conversations with VP/Regional Executive Director of YMCA of East Bay and County Librarian for Contra Costa County. YMCA has connection to Superintendent, robust data around students K-2 and programs focusing on improving reading skills in this age group. YMCA already has established programs at multiple schools that we could piggy back on for this project. Contra Costa County Library has also been working toward data sharing with West Contra Costa County School District which serves Richmond as well. We believe by working together we can put together a pilot program building on existing efforts. We will be moving forward to connect with Superintendent in the next month. Hoping to put together the pieces over the next 6+ months and testing things like data sharing and possible piloting library cards provided to limited number of students at a single school in the next school year with the goal of roll out of the full program at start of school year 2018-18. Not yet sure how many grades/schools we will be able to include in year one.

**What is the status of creating an MOU or partnership with the school or school district regarding the Student Success Initiative?**

While we have not yet started an MOU or discussed partnership for this project the City of Richmond has multiple MOU’s with the School District as well as partnership history on a number of initiatives. The goal of data sharing is also included in City of Richmond planning documents. Reading at Grade Level by 3rd grade is a City wide initiative that will also provide support to this project.

**How has your library considered handling student data in compliance with the Family Educational Rights and Privacy Act (FERPA)?**

There have been discussions with the School District around this issue for other initiatives involving the City and other agencies. We would start by reviewing what has been discussed and accomplished to date and determine how our project could utilize systems already in place and/or what new systems could be developed. Also make use of what other libraries have done successfully.

**Do you have a plan on how you will distribute the library cards to the students?**

This will depend on how the project ends up being structured.

**Have you thought about or created any marketing or branding for your Student Success Initiative?**

Until we have more clearly defined the program this step would be premature.

**Have you created any documents or forms (letters to school superintendents, MOUs, etc.)? If so, please attach them with this questionnaire.**

We have not. We plan to utilize sample documents from this project’s participants as well as samples from our City and other agencies that already partner with our School District.

**What has been the biggest surprise and the biggest challenge regarding your Student Success Initiative?**
Surprised by length of time needed by other libraries to put all pieces in place to get program up and running. Biggest challenge for us is having staff time and resources to dedicate to this project and equally on the flip side having staff and resources on the School District side with all of their other initiatives.

**Do you have advice for libraries considering a Student Success Initiative?**

Find current initiatives, goals, projects within schools, your jurisdiction, and other agencies that fit naturally with this project. The more you can utilize other entities the less stress on your resources. Also easier to build on current successful projects and easier to get funding and support for projects that have built in support and positive momentum. Be patient—this type of change and new program has multiple steps between agencies—may take longer than anticipated.
Pacific Library Partnership Student Success Initiative
Case Study for Pilot Sites – Solano County Rio Vista Library

Name of Student Success Initiative lead
Mark Flowers

Title of Student Success Initiative lead
Supervising Librarian

Email and phone of Student Success Initiative lead
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Type of library
Multiple branch

ILS vendor and product
CarlX

Type of school you are partnering with
One school

Name of school
DH White Elementary School

Targeted student age
Students 5-10 years old (K-5th grade)

Level of student success initiative project
Full access card

Do you plan to modify your existing student or youth fine policy?
Not currently

Do you plan to modify any other policy or procedure because of the Student Success Initiative?
Not currently

What is your plan for identifying the student success library card in your ILS?
We haven’t figured this out yet

Please provide an overview of your Student Success Initiative, and where you are in the process
We reached out to DH White Elementary School and they were very enthusiastic about the project. We next moved on to DH White’s school district to get approval and immediately ran into problems. The superintendent balked at data sharing of any kind. We have stalled out on this issue as of the present. Instead, we have moved forward with attempting to provide library cards and access to DH White in a more manual process. We have signed
up well over half of the students for library cards, using old-fashioned school-visit form letters. And we have begun to bring library materials and our mobile catalog to the school to provide access to the library and registration information on site.

What is the status of creating an MOU or partnership with the school or school district regarding the Student Success Initiative?
Non existent

How has your library considered handling student data in compliance with the Family Educational Rights and Privacy Act (FERPA)?
N/A

Do you have a plan on how you will distribute the library cards to the students?
As of now – we are issuing them to students at our weekly site visits.

Have you thought about or created any marketing or branding for your Student Success Initiative?
N/A

Have you created any documents or forms (letters to school superintendents, MOUs, etc.)? If so, please attach them with this questionnaire.
No

What has been the biggest surprise and the biggest challenge regarding your Student Success Initiative?
When the superintendent shut us down on data-sharing. We have not even been able to get a meeting with the superintendent.
Pacific Library Partnership Student Success Initiative
Case Study for Pilot Sites – San Jose Public Library

Name of Student Success Initiative lead
Nancy Donnell

Title of Student Success Initiative lead
Branch Manager 2 Locations (Rose Garden & Willow Glen)

Email and phone of Student Success Initiative lead
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Type of library
Multiple branches

ILS vendor and product
Sierra

Type of school you are partnering with
One school

Name of school
Lincoln High School

Targeted student age
Students 14-18 years old (9th-12th grade)

Level of student success initiative project
Full access card

Do you plan to modify your existing student or youth fine policy?
No.

Do you plan to modify any other policy or procedure because of the Student Success Initiative?
Yes, the high school included the library card application into their regular registration procedures. Lincoln High School reviews and scans the paper applications.

What is your plan for identifying the student success library card in your ILS?
In the note field it will name the high school and year of entry, e.g. Lincoln HS 17/18.

What is your estimated time frame for a roll out for this project?
Already started. I would like to include another high school, but significant reduced staff has prevented me from attempting me to connect with new schools
What is the status of creating an MOU or partnership with the school or school district regarding the Student Success Initiative?
The MOU with San Jose Unified School District was not accepted, however a pilot partnership with the Lincoln High School is being implemented.

How has your library considered handling student data in compliance with the Family Educational Rights and Privacy Act (FERPA)?
The library does not have access to the student data.

Do you have a plan on how you will distribute the library cards to the students?
Currently a work in progress and they will be dropped off at the school for them to distribute to the students.

Have you thought about or created any marketing or branding for your Student Success Initiative?
No, we have not created specific marketing or branding.

Have you created any documents or forms (letters to school superintendents, MOUs, etc.)? If so, please attach them with this questionnaire.
No we have not created any specific documents to the superintendents.

What has been the biggest surprise and the biggest challenge regarding your Student Success Initiative?
Identifying card usage so we can report back to the school the effectiveness of making sure the students all have cards. The collaboration and relationship building has provided an opportunity for SJPL’s Education Initiatives manager to interview and connect with Lincoln High School to identify the students Internet access needs because she is working on the Mayor Sam Liccardo’s City of San Jose’s Digital Inclusion Project.

Do you have advice for libraries considering a Student Success Initiative?
Start building the relationship building at any level or area that you can. Ideally communicating with the teachers helps to know what their current challenges are. I used a little bit of Design Thinking to interview the English teachers at Lincoln High School. It was very revealing for me to learn that the English teachers prioritized their top challenge that many of the students they worked with are reading 3 years or more below grade level.
What are the top 3 challenges English HST Teachers experience?

- Students lack buy in
- Students come in 2+ yrs below grade level

Students who read far below grade level

1. Motivation is low
2. Limited defined class of Arcen
3. College readiness
4. Low reading level

1. Students facing obstacles outside of classroom (lack of support)
2. Pacing of curriculum
3. Access to tech!

Having materials (high interest) for students to access.

San Jose Public Library’s Design Thinking Workshop with High School Teachers
Pacific Library Partnership Student Success Initiative
Case Study for Pilot Sites – San Rafael Public Library

Name of Student Success Initiative lead
Henry Bankhead

Title of Student Success Initiative lead
Assistant Library Director

Email and phone of Student Success Initiative lead
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Type of library
Multiple branch

ILS vendor and product
Sierra

Type of school you are partnering with
One school district

Name of school
San Rafael City Schools

Level of student success initiative project
Full access card

Do you plan to modify your existing student or youth fine policy?
We already do not charge daily fines for youth materials so no.

Do you plan to modify any other policy or procedure because of the Student Success Initiative?
Yes, we will give out PINs based on a standard formula

What is your plan for identifying the student success library card in your ILS?
We are not going to differentiate

What is your estimated time frame for a roll out for this project?
Already started

Please provide an overview of your Student Success Initiative, and where you are in the process
Opt out forms distributed and being returned
MOU signed by School District and City of San Rafael
Waiting for Data
What is the status of creating an MOU or partnership with the school or school district regarding the Student Success Initiative?
Done

How has your library considered handling student data in compliance with the Family Educational Rights and Privacy Act (FERPA)?
Yes

Do you have a plan on how you will distribute the library cards to the students?
Yes, via each classroom teaching using an eye catching design

Have you thought about or created any marketing or branding for your Student Success Initiative?
Yes

What has been the biggest surprise and the biggest challenge regarding your Student Success Initiative?
The lengthy turnaround time in getting the MOU signed

Do you have advice for libraries considering a Student Success Initiative?
Do it now!
Pacific Library Partnership Student Success Initiative  
Case Study for Pilot Sites – Woodland Public Library

**Name of Student Success Initiative lead**  
Rhea Gardner

**Title of Student Success Initiative lead**  
Teen Services Librarian

**Email and phone of Student Success Initiative lead**  
[Rhea.gardner@cityofwoodland.org](mailto:Rhea.gardner@cityofwoodland.org), 530-661-5988

**Type of library**  
Single branch

**ILS vendor and product**  
Sierra

**Type of school you are partnering with**  
One school district

**Name of school**  
Woodland Joint Unified School District

**Targeted student age**  
Students 5-10 years old (K-5th grade)  
Students 11-13 years old (6th-8th grade)  
Students 14-18 years old (9th-12th grade)

**Level of student success initiative project**  
Limited Access Card: the student ID number will allow full access to online resources. The student can receive a student success card by physically visiting the library and showing their school ID. The student success card has a 3 item check out limit. No late or lost fines.

**Do you plan to modify your existing student or youth fine policy?**  
No, current full access youth cards will retain a fine policy because youth can check out up to 50 items. New student success cards will waive the fine policy because the limit is only 3 items.

**Do you plan to modify any other policy or procedure because of the Student Success Initiative?**  
No.

**What is your plan for identifying the student success library card in your ILS?**  
Student ID number

**What is your estimated time frame for a roll out for this project?**
Already started

Please provide an overview of your Student Success Initiative, and where you are in the process
We are waiting to receive the delimited file from WJUSD of student names and ID numbers in order to upload to our ILS (Sierra).

What is the status of creating an MOU or partnership with the school or school district regarding the Student Success Initiative?
The MOU is approved and we are partnered with WJUSD.

Do you have a plan on how you will distribute the library cards to the students?
Students can come into the library, show their student ID, and receive a student success card.

Have you thought about or created any marketing or branding for your Student Success Initiative?
We will be having a contest for teens to design the student success card.

Have you created any documents or forms (letters to school superintendents, MOUs, etc.)? If so, please attach them with this questionnaire.
I repurposed LA County library’s MOU which was already uploaded on basecamp.

What has been the biggest surprise and the biggest challenge regarding your Student Success Initiative?
Basecamp was extremely useful in sharing MOU’s and letters to superintendents. I was able to use one of the existing MOUs and tailor it for our library.

Do you have advice for libraries considering a Student Success Initiative?
Be persistent. Keep calling the school district and working all your contacts. Highly consider eliminating fines if you will allow students to check out items on the student success card. If waiving fines is not an option, allowing full access to online resources by using the current student ID number makes it easier for the school district and students.
Supporting Documents
Sample MOU – Los Angeles Public Library

MEMORANDUM OF AGREEMENT

BETWEEN

THE CITY OF LOS ANGELES LIBRARY DEPARTMENT

AND

LOS ANGELES UNIFIED SCHOOL DISTRICT

This MEMORANDUM OF AGREEMENT (“MOA”) is entered into by and between the City of Los Angeles, a municipal corporation, acting by and through its Board of Library Commissioners (“LIBRARY”) and the Los Angeles Unified School District (“LAUSD”), for the purpose of providing Student Success Library Cards to LAUSD students. LIBRARY and LAUSD may be referred to herein individually as a “PARTY” and collectively as the “PARTIES”,

WHEREAS, the mission of the LIBRARY is to provide free and easy access to information, ideas, books and technology that can help to enrich, educate and empower the lives of every individual within the various and diverse communities of the City of Los Angeles.

WHEREAS, the vision of the LAUSD is that every LAUSD student receive an education in a safe, caring environment and every student be college-prepared and career ready.

WHEREAS, the LIBRARY and the LAUSD are partners in education for the students of the City of Los Angeles and have a long tradition of collaborating to meet the needs of students in achieving their academic goals.

WHEREAS, the Mayor of the City of Los Angeles, Eric Garcetti, with the support of the LAPL and City Librarian John F. Szabo, has made it a priority of his administration to ensure that every LAUSD student receives a library card.

WHEREAS, President Obama’s 2013 ConnectED initiative strives to enrich the education and opportunities of every K-12 student through partnerships and cooperation; and,

WHEREAS, in April 2015 the White House launched the ConnectED Library Challenge, in which libraries and schools are encouraged to build partnerships to ensure that every child receives a library card.
NOW THEREFORE, in consideration of the terms, covenants and conditions hereinafter contained to be kept and performed by the respective PARTIES, the PARTIES agree to collaborate on connecting every LAUSD student with a Student Success Library Card issued by the LIBRARY as follows:

SECTION 1 - TERM
The Term of this MOA shall commence on the last date all required signatures are obtained and shall not exceed a period of three (3) years. This MOA shall terminate without cause upon thirty (30) days written notice from either PARTY to the other PARTY stating that PARTY’s intent to terminate this MOA.

SECTION 2 – PURPOSE
The LIBRARY and the LAUSD agree to work collaboratively as outlined in this MOA to issue a Student Success Library Card to all students in the LAUSD. For School Year 2016-17, Student Success Library Cards will be issued to a mutually agreed upon pilot group and will expand in a mutually agreed upon manner to include all LAUSD students by the end of this MOA.

SECTION 3 – STUDENT SUCCESS LIBRARY CARD
3.1 The Student Success Library Card will use the student’s LAUSD issued identification number as the Student Success Library Card account number.

3.2 The Student Success Library Card will provide access to all electronic resources offered by the LIBRARY, including research and homework databases; live homework help on-line; learning resources; downloadable e-books, audiobooks, music and magazines; and also, music and video streaming.

3.3 The Student Success Library Card will have limited borrowing privileges of physical materials at the seventy-three (73) LIBRARY locations (Exhibit A) and will be limited to three (3) books, which must be returned before additional books will be allowed to be checked out.

3.4 Overdue fines or other fees will not be charged on any materials checked out with the Student Success Library Card.

SECTION 4 – OPERATING RESPONSIBILITIES
Both PARTIES agree that all registration and circulation records of the LIBRARY pertaining to the Student Success Library Cards will remain confidential in accordance with the California Public Records Act and any other applicable statutes and will not be disclosed except in accordance with California Government Code Section 6267.

SECTION 5 – LIBRARY OPERATING RESPONSIBILITIES
5.1 Design, create and issue Student Success Library Cards, including assuming all costs of printing and direct mailing to LAUSD students and their families.
5.2 Work jointly with the LAUSD to develop information that describes the Student Success Library Card program to parents or legal guardians.

5.3 Work jointly with the LAUSD to provide training and information to LAUSD teachers and administrators regarding the Student Success Library Card program.

5.4 Provide sufficient time for LIBRARY staff to visit local LAUSD schools in their service area to build and strengthen local partnerships and provide information on the Student Success Library Card program.

5.5 Replace lost, stolen, or damaged Student Success Library Cards at all seventy-three (73) LIBRARY locations (Exhibit A) at no cost to LAUSD or LAUSD students or their families or legal guardians.

SECTION 6 – LAUSD OPERATING RESPONSIBILITIES

6.1 Distribute pertinent information about the Student Success Library Card program to parents or legal guardians.

6.2 Provide LAUSD student data to the LIBRARY’s integrated library system via a secure electronic delivery method monthly.

6.3 Work jointly with the LIBRARY to develop and distribute handouts and website information to create awareness of the Student Success Library Card program.

6.4 Provide sufficient time for LAUSD staff members, including teachers and administrators, to attend or participate in training or webinars, or other promotional events, provided by the LIBRARY.

6.5 Work jointly with the LIBRARY to provide training and information to LAUSD teachers and administrators regarding the Student Success Library Card program.

6.6 Provide evaluation and feedback to the LIBRARY and assist with obtaining feedback from LAUSD teachers, administrators, students and their families or legal guardians.

6.7 Work jointly with the Library public information group for any promotions and events. Ensure promotional materials include language that states “LAUSD in collaboration with the City of Los Angeles Public Library”.

SECTION 7 - NOTIFICATION TO PARTIES

7.1 The representative of the PARTIES who are authorized to administer this MOA and to whom formal notices, demands, and written communications shall be given are as follows:

LIBRARY Los Angeles Public Library
Attn: City Librarian
630 W. Fifth Street
Los Angeles, CA 90071
Telephone:  (213) 228-7515
Email:    sbroman@lapl.org
Fax No.   (213) 228-7519

LAUSD    Los Angeles Unified School District
333 S Beaudry Ave.
Los Angeles, CA 90017
Phone:  (213) 241-1000

7.2 Formal notices, demands and communications to be given hereunder by either PARTY shall be made in writing and may be effected by personal delivery or by registered or certified mail, postage prepaid, return receipt requested or through electronic mail (Email), facsimile (Fax), or hard copy and shall be deemed communicated as of the date of receipts.

7.3 If the name of the person designated to receive notices, demands or communications, or the address or other pertinent information of such person is changed, written notice shall be given to the other PARTY within ten (10) working days of such change.

SECTION 8 – PUBLIC ENTITY MUTUAL HOLD HARMLESS CLAUSE
Pursuant to the provisions of Section 895.4 et seq. of the California Government Code, each PARTY agrees to indemnify and hold the other harmless from all loss or liability for injury or damage, actual or alleged, to person or property arising out of or resulting from the indemnifying PARTY’s acts or omissions in the performance of this MOA. The provisions of California Civil Code Section 2778 regarding interpretation of indemnity agreements are hereby incorporated into this section.

SECTION 9 – ASSIGNMENT AND SUCCESSORS
Neither PARTY may assign or otherwise alienate any of its rights under this MOA or delegate, subcontract, or otherwise transfer any of its duties under this MOA, unless evidenced by a written amendment to this MOA executed by both PARTIES.

(SIGNATURE PAGE TO FOLLOW)
IN WITNESS WHEREOF, the PARTIES have caused this MOA to be executed by their duly authorized representatives as of the dates indicated below:

CITY OF LOS ANGELES, a municipal corporation, acting by and through its Board of Library Commissioners

BY: __________________________
NAME:_______________________
TITLE:________________________
DATE:________________________

LOS ANGELES UNIFIED SCHOOL DISTRICT

BY: __________________________
NAME:_______________________
TITLE:________________________
DATE:________________________

APPROVED AS TO FORM:

MICHAEL N. FEUER
City Attorney

BY: __________________________
NAME:_______________________
TITLE: Deputy City Attorney
DATE:________________________

ATTEST:

BY: __________________________
Raquel Borden, Executive Assistant
DATE:________________________
Sample MOU – Shasta Public Library

This Agreement is entered into between SHASTA UNION HIGH SCHOOL DISTRICT (LEA) and CITY OF REDDING (City) on September 1, 2016 and shall terminate on June 30th 2018.

WHEREAS, the LEA, City, and Provider entered into an agreement for technology services titled: “Technology Services Agreement” on September 1, 2016;

WHEREAS, the LEA provides student information to the City for the purpose of issuing a Public Library card;

WHEREAS, the LEA is a California public entity subject to all state and federal laws governing education, including but not limited to California Assembly Bill 1584 (“AB 1584”), the California Education Code, the Children’s Online Privacy and Protection Act (“COPPA”), and the Family Educational Rights and Privacy Act (“FERPA”);

WHEREAS, AB 1584 requires, in part, that any agreement entered into, renewed or amended after January 1, 2015 between a local education agency and a third-party service provider must include certain terms; and

WHEREAS, the LEA, the City, and the Provider desire to have the Technology Services Agreement and the services provided comply with AB 1584.

NOW, THEREFORE, the Parties agree as follows:

1. The terms and conditions of the Technology Services Agreement are incorporated herein by reference.

2. The term of this Agreement shall expire on the termination date stated in the Technology Services Agreement or in any addenda to such Technology Services Agreement, whichever controls.

3. Student records obtained by City from LEA continue to be the property of and under the control of the LEA.

4. Students will retain possession and control of their own student-generated content. Library cards obtained by students through this program are the students’ property and are private accounts to the students.

5. Parents, legal guardians, or eligible pupils may review personally identifiable information in the pupil’s records and correct erroneous information by contacting library staff.

7. City shall take actions to ensure the security and confidentiality of students’ records by adhering to Redding Municipal Library Board Policy 1 regarding Confidentiality of Library Records and by California State law (Government Code, Title 1, Division
7, Chapter 3.5, Sections 6254(j) and 6267) which protects the confidentiality of library customers.

8. In the event of an unauthorized disclosure of a student’s records, City shall report to LEA the nature of the unauthorized disclosure and the effected student(s).

9. City shall not use any information in a student’s record for any purpose other than those required or specifically permitted by the Technology Services Agreement.

10. City certifies that students’ records shall not be retained or available to the City upon completion of the terms of the Technology Services Agreement, except for a case where a student chooses to maintain an account with the Library for the purpose of maintaining a library card.

11. LEA agrees to work with City to ensure compliance with FERPA and the Parties will ensure compliance.

IN WITNESS WHEREOF, parties execute this Agreement on the dates set forth below.

Date:____________________  SHASTA UNION HIGH SCHOOL DISTRICT
                         Jim Cloney

Date:____________________  CITY OF REDDING
Sample MOU – Napa County Library

Memorandum of Understanding

Between

Napa County Library

And

Napa Valley Unified School District

June 21, 2016

This memorandum of understanding between Napa County (COUNTY) through the Napa County Library (NCL) and Napa Valley Unified School District (NVUSD) stipulates that the parties agree to the following regarding the use of student identification cards as public library cards for the purpose of assisting District secondary students with access to NCL resources. This program will provide opportunities for NCL staff to support secondary students in their efforts toward graduation by assisting them with increased literacy skills, access to multi-learning resources in all academic subject areas, online homework assistance in both English and Spanish, resources for preparation for college attendance, use of software and hardware to create digital media content, and the like.

NCL policies require patrons below the age of 18 to acquire a parental signature in order to apply for a library card. This MOU will allow District secondary students to automatically receive access to NCL resources regardless of age by using their student identification card number. NVUSD student’s parents or guardians will be agreeing to allow the students to use their student identification cards at the time of registration. NVUSD will develop and implement an annual parent opt-out process for those parents who do not wish their student to participate.

The NVUSD Student Information System’s team will provide NCL with the necessary student data on an agreed upon time line. Both NVUSD and NCL acknowledge that certain material or information regarding students may consist of confidential records subject to the federal Family Educational Rights and Privacy Act or other privacy laws. The NCL agrees to hold all information in confidence and only used in performance of the MOU.

In partnership with NCL, NVUSD will identify pre-and post-measures to determine progress towards achieving the District goals.
To the full extent permitted by law, NVUSD and COUNTY shall each defend, indemnify and hold harmless each other as well as their respective officers, agents, employees, volunteers or representatives from and against any and all liability, claims, actions, proceedings, losses, injuries, damages or expenses of every name, kind and description, including litigation costs and reasonable attorney's fees incurred in connection therewith, brought for or on account of personal injury (including death) or damage to property, arising out of or connected with any acts or omissions of that party or its officers, agents, employees, volunteers, or contractors or their subcontractors, when performing any activities or obligations required of that party under this Agreement. Each party shall notify the other party immediately in writing of any claim or damage related to activities performed under this Agreement. The parties shall cooperate with each other in the investigation and disposition of any claim arising out of the activities under this Agreement, providing that nothing shall require either party to disclose any documents, records or communications that are protected under peer review privilege, attorney-client privilege, or attorney work product privilege.

Further, NVUSD accepts responsibility for determining and approving the character and fitness of its employees (including volunteers, agents or representatives) to provide the services required of NVUSD under this Agreement, including completion of a satisfactory criminal/background check and period rechecks to the extent permitted by law. Notwithstanding anything to the contrary in this Paragraph, NVUSD shall hold COUNTY and its officers, agents and employees harmless from any liability for injuries or damages resulting from a breach of this provision or NVUSD’s actions in this regard.
This Memorandum of Understanding (“MOU” or "Agreement") is made and entered into this 31st day of August, 2016, between The Oakland Unified School District (known as OUSD and referred to herein as "OUSD" or "the District") located at 1000 Broadway Suite 680 Oakland, CA 94607 and the City of Oakland (“City”), for a collaboration between OUSD and Oakland Public Library (the "the Library" or "OPL"). City and OUSD are sometimes referred to in this MOU individually as a "Party" and collectively as the “Parties.”

Background.

Over the last two years, OUSD staff and OPL staff have built strong one-on-one relationships working to improve technology and internet access to our shared constituency. The goal of both organizations is to increase literacy and educational success through a comprehensive, strategic and sustainable collaboration. In order to achieve this, the Library and the District seek to build a strong relationship at the administrative level in order to work together more collaboratively and demonstrate measurable impact. OUSD and OPL would like to develop an infrastructure that will allow OUSD students to easily access and use the Oakland Public Library's electronic and print resources freely through the use of a joint Student ID/Library Card known as the Oakland Promise Card. The Oakland Promise Card will focus on supporting Oakland students through college and launching them into a successful career and life with a library card that will always travel with them and provide benefits of life-long learning.

Both OUSD and OPL understand that such services shall be provided at no cost to OUSD.

The term of this Agreement is from the date first written above through September, 2018 and may be extended thereafter by mutual written agreement signed by both Parties.

History of Relationship.

OUSD and OPL have a long history of working together as educational partners, with the Library serving as an extension of the classroom--providing students with access to books, computers, free tutoring, reading programs, technology support and dozens of other important educational resources during out-of-school time.

Additionally, both organizations have aligned around a focus on supporting traditional and digital literacy, and are committed to creating a community of readers, empowering individuals with free access to information, building a welcoming place where reading, learning and imagination thrive, maximizing academic achievement, and preparing every child to lead a rich and productive life.

The parties enter this Agreement to confirm their agreements regarding these matters.
Agreement.

OPL and OUSD desire to collaborate on activities to improve the educational opportunities and outcomes of the children both institutions share.

In order to achieve an effective collaboration, OPL and OUSD need to share information about the children that may otherwise be prohibited from disclosure.

For and in consideration of the mutual promises set forth in this Agreement, the parties do mutually agree as follows:

A. Obligations of OPL.

In connection with this Agreement, the OPL agrees to the following:

1. OPL will streamline student access to databases, print and e-materials by integrating OUSD Student ID numbers and OPL Library accounts through the Oakland Promise Card initiative, allowing every student in OUSD schools seamless access to Library databases and materials, which is especially timely in light of the OUSD goal of one-to-one technology in middle schools. Implementation will include training for students and staff on the Library's educational resources. In addition, the Library will work with staff and teachers to curate and highlight specific digital content, supporting OUSD curriculum goals.

2. Work collaboratively with OUSD to further deepen the partnership between the agencies.

3. Provide OUSD with data about elementary school student participation in the annual summer reading program, including student name.

4. OPL agrees to provide the information specified in this MOU to OUSD in consideration for OUSD's agreement to keep the information confidential as provided in this MOU.

B. Obligations of OUSD.

In connection with this Agreement, the OUSD agrees to the following:

1. OUSD will support implementation of the Oakland Promise Card initiative by providing to OPL: Student ID Number, first and last name, birthdate, school, grade, address, phone number, and email address of each student enrolled in OUSD. This database will be updated monthly beginning in August 2016 as new students enroll in the district.

2. In addition, OUSD agrees to provide aggregate data, sufficient to maintain privacy and confidentiality, on the results of OUSD benchmark and state testing assessments for students
enrolled in an OPL annual summer reading programs, compared to those not enrolled in OPL annual summer reading programs. Such data to be provided for students who enroll and complete the program by grade, and in whatever other aggregated form (such as race, language, foster status) is easily producible for OUSD.

3. In collaboration with OPL staff, help to facilitate the introduction of professional development opportunities for OUSD teachers and staff surrounding the Oakland Promise Card initiative and other Library projects.

4. OUSD agrees to provide certain directory information to OPL as specified in this MOU.

5. OUSD agrees to provide the information specified in this MOU to OPL in consideration for OPL’s agreement to keep the information confidential as provided in this MOU.

C. Confidentiality.

1. OUSD maintains student records in accordance with all applicable federal and state laws and regulations. Such student records are confidential as provided under the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g; 34 C.F.R. Part 99; and California Education Code §§ 49060 et seq.

2. California Education Code §§ 49061 and 49073 authorizes OUSD to release certain student records known as “directory information” to certain entities, including governmental agencies; directory information includes student name, address, telephone number, date of birth, email address, major field of study, participation in officially recognized activities and sports, dates of attendance, degrees and awards received, and the most recent previous school attended.

3. The California Public Records Act, at Government Code §§ 6254 and 6267 governs the confidentiality of registration and circulation records in libraries supported by public funds. It also governs the disclosure of record information.

4. OPL and OUSD agree that each entity shall comply with applicable federal and state laws relating to the confidentiality of the OPL provided information and the OUSD provided information.

5. Both Parties further agree that all information exchanged shall only be used for the purposes intended by this MOU, to limit disclosure of the exchanged information within its own organization to its directors, officers and employees who have a need to know, and to not disclose any information to any third party (whether an individual corporation, or other entity) without the express prior written consent of the other Party. Each Party shall satisfy its obligations under this Paragraph if it takes affirmative measures to ensure compliance with these confidentiality obligations by its employees and others who are permitted access to or use of the OPL provided information and/or the OUSD provided information.
6. To the extent that OPL has access to any personally identifiable information from students' education records, OPL agrees that it shall not use such information except for the legitimate educational purpose of providing services pursuant to this Agreement and that it shall not disclose this information to any other party for any reason. OPL's staff agrees to comply with all applicable federal and state regulations governing the student records, including FERPA.

7. The sharing of information by government agencies pursuant to Government Code section 6254.5(e) does not constitute a waiver of the exemption of such information from any future disclosure or from disclosure to any other entity or individual. If the Parties agree that a document is confidential pursuant to the California Public Records Act (and the Oakland Sunshine Ordinance as it applies to City), and subsequently exchange the document, the Parties shall each keep confidential any such document as permitted under Government Code Section 6254.5(e). The Parties shall seek to minimize the personnel that review confidential documents and shall only allow necessary personnel to analyze the documents. For the City, such records may only be shared with OPL staff (including their supervisors), and City Attorneys assigned to the projects (including their supervisors). For the OUSD, such records may only be shared with the Executive Director of Research and Development and staff assigned to the project, site principals, and the General Counsel and legal staff working on the project.

8. If either of the Parties receives a Public Records Act request (or Oakland Sunshine Ordinance request) seeking a document that has been designated as confidential and exchanged as described herein, the party receiving the request shall notify the other parties immediately, and the party receiving the request shall withhold the designated confidential documents from the Public Records Act and/or Sunshine Ordinance response.

D. General Provisions.

1. Project Manager. OUSD shall name a Project Manager for the OUSD. The Project Manager shall be the OUSD's representative in connection with the OPL's performance under this Agreement.

2. OPL Supervisor. OPL shall designate Supervisors for OPL. The OPL Supervisors are fully authorized to act on behalf of the OPL in connection with this Agreement.

3. Indemnity/Hold Harmless. Both Parties agree to indemnify the other Party and each other's councilmembers, commissioner board members, officers, agents and employees against, and to hold the same free and harmless from, any and all claims, demands, damages, injuries, losses, costs, expenses, actions or liabilities caused through their respective omission, negligence, intentional conduct.

4. Insurance. Both parties shall maintain and provide evidence of self-insurance for the duration of this Agreement.
5. Expenses. Any expenses related to the provision of services incurred by OPL shall be the sole responsibility of the OPL incurring such costs. All costs related to the provision of student ID cards will be the sole responsibility of OUSD.

6. Termination. Either Party may terminate this MOU without cause at any time by giving thirty days’ prior written notice to the other Party of such termination and specifying the effective termination date.

7. Partnership. The provisions of this Agreement are not intended to create, and shall not be interpreted to create a joint venture, a partnership or any similar relationship between the parties.

8. Amendments. Any amendments or modifications to this MOU must be mutually agreed upon by the Parties in writing.

9. Governing Law and Venue. This Agreement shall be interpreted and construed in accordance with and governed by the laws of the State of California. Any controversies or legal problems arising out of this agreement and any action involving the enforcement or interpretation of any rights hereunder shall be submitted to the jurisdiction of the State of California and Oakland, California.

10. Notices. Formal notices, demands, and communications between OPL and OUSD shall be sufficiently given if and shall not be deemed given unless dispatched by registered or certified mail postage prepaid, return receipt requested or delivered by reputable overnight delivery service, return receipt requested or delivered personally with a delivery receipt, to the offices of OPL and OUSD as follows:

Oakland Unified School District
John Krull, Chief Technology Officer
1000 Broadway, Suite 300
Oakland, CA  94607

City of Oakland
Director of Library Services
Main Library
125 14th Street
Oakland, CA  94612

[Signatures appear on following page]
IN WITNESS HEREOF, the parties hereto have caused this Agreement to be executed as of the day and year first above written.

<table>
<thead>
<tr>
<th>City of Oakland</th>
<th>Oakland Unified School District</th>
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</thead>
<tbody>
<tr>
<td>_________________________</td>
<td>______________________________</td>
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<tr>
<td>City Administrator</td>
<td>President</td>
</tr>
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<td>Approved for forwarding:</td>
<td>______________________________</td>
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<tr>
<td>Superintendent and Secretary</td>
<td></td>
</tr>
<tr>
<td>Director of Library Services</td>
<td></td>
</tr>
<tr>
<td>Approved as to form and legality</td>
<td>Approved as to form</td>
</tr>
<tr>
<td>_________________________</td>
<td>______________________________</td>
</tr>
<tr>
<td>Deputy City Attorney</td>
<td>Marion McWilliams, General Counsel</td>
</tr>
<tr>
<td>City of Oakland Resolution No. <strong>86315</strong></td>
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Technical Data Needed for Student Data Transfer to Library
ILS - Marin County Free Libraries

This is the information needed from student patrons who are applying for the library card.

- Child’s Name: Last, First, Middle
- Mailing Address: Number, City, Zip
- Residence Address: Number, City, Zip
- Home Telephone:
- Other Telephone:
- Email Address:
- Birthdate:
- Parent/Guardian:
- School Name:
- Teacher:
- Grade:
Technical Data Needed for Student Data Transfer to Library
ILS – Chula Vista Public Library

Creating Student Library Cards at Chula Vista Public Library

In July 2016, the school librarian from Chula Vista Middle School met with our Otay Ranch Branch Manager, Joy Whatley, and expressed interest in partnering with the Chula Vista Public Library in order to provide her students access to the Public Library’s online resources. The school librarian was able to provide an Excel file of all the middle school students, their ID numbers and their first and last names. Student cards were activated in September 2016.

Chula Vista Public Library’s ILS is Innovative Interfaces Sierra. Our patron records are in a MARC-like format. If your ILS is similar you will need to use the CONCATENATE function in Excel to create the new barcode number. Depending on your ILS you may also need to apply other Excel functions and tricks to manipulate the data into a format your ILS will be able ingest. This is an example of the first twelve columns of twenty-five required for each student at Chula Vista Public:

<table>
<thead>
<tr>
<th>Expire Date</th>
<th>Pcode 1</th>
<th>Pcode 2</th>
<th>Pcode 3</th>
<th>P Type</th>
<th>Home Library</th>
<th>Manual Block</th>
<th>Patron Message</th>
<th>Unique ID #</th>
<th>Birth Date</th>
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<td>36</td>
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<td></td>
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</tr>
</tbody>
</table>

To create the student barcodes we append the first 4 digits of our library barcode with 3 zeros and the 7 digit Student ID #. The number of zeros relates to creating a barcode of a consistent length. At Chula Vista Public Library all barcodes start with 2365 and are 14 digits long. You should also confirm that the newly created barcode numbers do not overlap with your existing ranges of library barcodes.

Aside from the technical aspect of creating a Student Library Card, you will a need to think about the impact this new user type will have on your system and what privileges will be offered. The following are some of the questions we asked ourselves and how we answered them.
What the students will be able to do with their “card”?
Students will have in-home and at-school access to our digital resources including databases, live online tutoring, e-books, e-audio books, and e-magazines by entering the Chula Vista Public Library card barcode prefix 2365000 plus their Student ID number.

How do we handle students with existing Chula Vista Library cards or students who want the privileges of a regular Library card?
Since the Student Library card isn’t really an actual separate card and does not provide the same privileges, there is no conflict. To check-out physical materials students need a regular Library card which requires a parent or guardian’s signature and consent before the card is issued. When using our online resources students can enter the barcode 2365000 plus their Student ID Number or, if they have a regular Library card, they can use that barcode.

What loan rules that will apply to the Student Library card?
Based on the newly created Student Patron Type students will only be able to check-out digital resources.

How will we differentiate the Student accounts from your regular patrons?
Within our ILS the Student Cards all have the same P-Type, their address is the name of the school, and the Expire Date relates to the expected number of years to graduation. Because the school was not able to provide more detailed information about each student and our system required a Birth Date field we gave them all the dummy date of 9/1/1950.

What happens to the card after the student graduates?
Our library accounts are purged two years after the Expire Date.

Contact:
Jodie Sawina, Principal Librarian for Digital and Technical Service
jsawina@chulavistaca.gov
619-691-5138

Joy Whatley, Branch Manager, Otay Ranch Branch Library
jwhatley@chulavistaca.gov
619-397-5740
Sample Information Sheet – Mountain View Public Library

Your New Mountain View Public Library Virtual Card

There is no charge for any of these services.

With Your Virtual Card number You WILL* be able to:

- Connect to a wide variety of electronic resources 24 hours a day at home, school and at the Library: books, magazine articles, photos and websites. The Library maintains paid subscriptions to these resources for our cardholders. They are not available directly through an Internet Search.
- Check out e-books and e-audio materials for use on computers and mobile devices.

Start at the Library Website: mountainview.gov/library

Select the link for “Resources online” or “eBooks”.

Follow the directions to use each of the resources or call the Library for help 650-903-6337

*Your number may not be used to check out physical items from the Library. To get a full service card visit the Library or Mobile Library, fill out a card application and show photo ID.

Some resources to try:

Biography in Context: Search by name, nationality, occupation, birthdate, and more.

Brainfuse: Live, online help in English and in Spanish 7 days a week from 1-10 p.m. as well as practice tests, skill building, critiques of submitted writing and more

Learning Express: Skill building and practice tests for high school and college prep subjects

Mango Languages: Learn any of the 38 languages included.

Master File Premier: Multidisciplinary database provides full text for periodicals, reference books and primary source documents; also includes images, maps and flags.

Novelist: Reader’s advisory database to help you find good books to read

Points of View: Full-text database designed to provide students with a series of essays that present multiple sides of current issues.

Student Research Center: Provides secondary students with access to magazines, newspapers, biographies, country reports, film, video and images. Includes Lexile levels

World Book Online: Up to date version of the print encyclopedia in English and Spanish with links to additional resources
Sample Information Sheet – Napa County Library

NVUSD Student One Card Program
Student Access to Napa County Library Resources

Beginning with the 2016/17 school year, Napa Valley Unified School District (NVUSD) and Napa County Library (NCL) are offering an exciting new opportunity for secondary students with the NVUSD Student One Card Program, an innovative way for students (grades 6 through 12), to access resources of the public library system. One Card allows NVUSD student IDs to serve as a Napa County Library card. The One Card program is modeled after those being introduced in many communities across the country. The Napa program will be one of the first in California.

Your child will automatically be enrolled in the Student One Card Program with the Napa County Library.

The Student One Card Program allows NVUSD secondary students to...

- Borrow up to 5 items from any Napa County Library location.*
- Receive free on-line, one-on-one homework tutoring in English or Spanish in all major subjects.
- Use public library computers at any of the four library locations
- Request books from partner libraries, including academic collections.
- Use and download eBooks and other electronic resources 24/7 via the Napa County Library website.

Parents are responsible for their children’s use of library resources.

FAQs

What student information will Napa Valley Unified School District share with the Napa County Library? 1) Student’s Name, 2) School, 3) Grade, 4) Student ID number, 5) Home address and phone number, 6) Student’s Date of birth, and 7) Parent and/or guardian’s name. Napa County Library has signed an agreement not to share student information with other entities.

What if I don’t want my child to participate in the Student One Card Program? Opt-out forms are available in your school office and online at www.nvusd.org/1card. Opt-out forms should be filed at your school office as soon as possible.

*What if I want my child to have full access to Napa County Library services and materials? The One Card will provide full access to online resources. Borrowing limits are set at 5 items...a full access NCL card gives your child access to up to 50 items. If you would like to extend your child’s access, you may do so by visiting a branch of the NCL.

What if I don’t want my child to check out materials? Visit a branch of the NCL to have your child’s card changed to online resources only.

What if my child already has a Napa County Library card? If your child already has a card with NCL, their student ID number will be set up for electronic access to online resources. This will enable your child to use NCL resources from home and school via the Internet. Your child can continue to use his/her NCL card to check out materials and for additional online access. If you would like to *merge* the two cards, visit a branch of the NCL. This would replace your child’s existing library card number with his/her student ID number.
Library Cards for all Students!

Your child will receive a free library card from the San Rafael Public Library. Only fill out and return this form if you DO NOT WANT a library card for your child. This must be returned by ________.

______________________________
Print Student Name

______________________________  _________________________
Print Parent Name  Phone Number

______________________________
Signature of Parent

The San Rafael School District and the San Rafael Public Library are partnering to improve access to educational and recreational materials by providing every student with a free San Rafael Library card.

Education Research indicates:

- Children who have library cards and use the library perform better in school.
- Public library staff help students learn how to perform age-appropriate Internet searches, online tutoring and utilize Web-based Resources for homework help using free, public-access computers;
- A library card is the most important school supply of all.

The San Rafael Public Library no longer charges overdue fines for any children’s materials; however you do remain responsible for the return of the items to the library.
Tarjeta de Biblioteca para todos!

Su hijo recibirá gratis una tarjeta de la Biblioteca Pública de San Rafael. Solo llene y regrese esta solicitud si NO QUIERE que su hijo reciba una tarjeta. Favor de regresar esta forma a más tardar __________.

________________________________________________________________________________________________________
Nombre de Estudiante

________________________________________________________________________________________________________
Nombre del Padre/Tutor Télefono

________________________________________________________________________________________________________
Firma del Padre

El Distrito Escolar y La Biblioteca Pública de San Rafael están trabajando conjuntamente para proveer de una tarjeta de Biblioteca a todos los estudiantes y así mejorar el acceso a materiales educativos y recreacionales.

Investigaciones educativas señala que:
- Los niños que poseen una tarjeta de Biblioteca tienen mejor desempeño escolar.
- Los estudiantes pueden obtener ayuda de la Biblioteca para encontrar materiales apropiados según su edad y recibir ayuda en las tareas escolares a través de Internet.
- La tarjeta de Biblioteca es la mejor herramienta escolar.

La Biblioteca de San Rafael ya no cobra multas por retraso de libros y otros materiales de niños, sin embargo usted será responsable de regresar los materiales en el tiempo estipulado.
Sample Opt-Out Form – Shasta Public Library

Shasta Public Library Card

Students will be provided with library cards allowing them access to educational resources and privileges including Internet access at the Redding, Anderson and Burney Libraries. A release of directory information, described below, will be required. Students are responsible for all materials charged on his/her library card, to report a lost library card, to observe Library rules and policies, to promptly pay all charges, and to notify the Library of an address, telephone or name change. A library card is not transferable. Parents/Guardians are financially responsible for all library materials borrowed by their student. Students give permission to their parent/guardian to access their library account. Parents/Guardians may opt out of these library privileges.

Release of Directory Information: The law allows schools to release “directory information” to identified persons, officials of another school, school system, or postsecondary institutions, or organizations including military recruiters. Directory information includes student’s name, address, telephone information, date of birth, major field of study, participation in officially recognized activities and sports, weight and height or athletic team members, dates of attendance, degrees and awards, and the most recent previous school attended. You may have the district withhold any of this information by submitting a request in writing. In the case of students with exceptional needs or who are homeless, no material can be released without parent or guardian consent.

☐ Check here if you DO NOT want your student to have a Shasta Public Libraries card.

If you DO want your student to receive a Shasta Public Libraries card, or if your student already has his/her library card, this form does not have to be returned.

________________________________________
Student Name

________________________________________
Parent Signature

__________________________
Date
**PARENT AND STUDENT**

**ACKNOWLEDGMENT FORM 2015-2016**

We have read the Shasta Union High School District 2015-2016 Student Parent Handbook, and agree to comply with all school policies and procedures contained within.

<table>
<thead>
<tr>
<th>Student Name (please print)</th>
<th>Student ID</th>
<th>Grade</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Student Signature</th>
<th>Date</th>
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</table>

<table>
<thead>
<tr>
<th>Parent Name (please print)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Parent Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

Students will be provided a Shasta County Public Library Card unless you choose to opt out by checking this box:

☐ I do not want a public library card issued to my student

*Please refer to the Library section of this handbook on page 19 for more information.*

**NOTICE**

Lack of English Language skills will not be a barrier to admission and participation in Career/Technical or other District programs.

Translation services are available for those who need additional assistance.

Please sign this page and return it to the school.
Sample Reverse Permission Letter to Parents
Marin County Free Libraries

The Shoreline School District and the Marin County Free Library are partnering to improve access to educational and recreational materials through a project called LEAP (Library Educational Achievement Program). An integral part of this program is for every student to obtain a public library card.

During the fall of 2015, staff from the Marin County Free Library will be visiting each class, providing students with brand new library cards. If you child already has a card they will simply be offered a copy of the barcode with the identical number and all forms you have of the card will work at any library in Marin County.

Education Research supports:
- Children who have library cards and use the library perform better in school;
- Public library staff help students learn how to perform age-appropriate Internet searches, online tutoring and utilize Web-based resources for homework help using free, public-access computers;
- A library card is the most important school supply of all.

The Marin County Free Library has suspended ALL overdue fines for children’s library books and materials, however you do remain responsible for the return of items to the Library. The Library will send reminders to you-but you will not be charged any overdue fines. If you would like your child to NOT receive a FREE library card please return this form to the school secretary.

I DO NOT WANT MY CHILD TO RECEIVE A LIBRARY CARD:

Print Student Name

Print Parent Name

Sign Parent Name
Your key to a world of knowledge has arrived.

- Your temporary PIN is 1234. Please log in to your account to change it.
- Keep your library card in a safe place.
- Visit the library for free computer use, books and more.

Visit ShastaLibraries.org to find:

- Help with homework
- Free online tutoring from 1-10pm daily
- Access to online research
- eBooks for Chromebooks and mobile devices

For complete library information, visit ShastaLibraries.org
530.245.7250
Redding, Anderson, Burney
Sample Letter to a School Superintendent
Marin County Free Libraries

To:
Subject: Library Cards for All

Hi __________

I hope all is going well with you. It's a busy time for us - but I'm starting to think this is the new normal!

I called today to talk about the Marin County Free Library's Library Cards for All project I think we talked about this awhile back - there's research that shows children who have and use library cards do better in school, so we've launched a campaign to put a new library card in the hand of every child at every school within our service area. As part of the process, we are removing old charges - even charges for lost and billed library materials - so that the new cards actually work. We see this as an equity issue - our $10 maximum fine falls out differently for different families, so we did away with all overdue fees on children's materials this year.

We have completed "Library Cards for All" work at West Marin and Inverness Schools. We've also completed the process at White Hill and Cascade Canyon. Novato Unified School District is beginning - 8000 records to work on there. They're working on this project in Marin City, and now we hear that the San Rafael Library is ready to begin work in that part of the County as well. This is painstaking work and has moved slowly because we don't have the capacity to do it all at once, but I've now lined up some staff who are ready to tackle Bolinas and Stinson Beach as well as the Lagunitas School District.

As part of the project, once we're finished, we'll visit each classroom, passing out library cards to every child. Children who already have an active library card get a duplicate card and children who don't have cards will be issued new ones. At West Marin School, Library Director Sara Jones joined us to help pass out the cards - it was a real celebration.

We need two things from school districts before we can start. Rather than asking every parent for permission to issue a library card, we've done an opt-out, reverse permission letter where only parents who don't want their children to get new library cards have to send in a signed slip. FYI, the number of parents who didn't want their children to get new library cards in West Marin was zero, but we need to let them know what we're up to. We also need student data from you. I've attached the documents we've used at other schools so you can see how it works. I think that West Marin school just changed the name of the school and used the reverse permission letter as is. They also sent me a spreadsheet with the student data. You probably know this, but just in case there are questions, libraries are very careful with data. It takes a signed court order for us to release patron information, even to law enforcement. We've historically been pretty strong supporters of patron privacy - a deeply held value of public libraries.

We surely hope you will join us in this project. It has the potential to help all of our children!

Best wishes,

________________________

________________________
Beginning with the 2016/17 school year,

a new partnership with the Napa County Library will enable secondary students to use their NVUSD student ID as a Napa County Library card.

With an NVUSD Student One Card secondary students can…

- Borrow up to 5 items from any Napa County Library location.
- Request books from partner libraries, including academic collections.
- Receive free on-line, one-on-one homework tutoring in English or Spanish in all major subjects.
- Use public library computers at any of the four public library locations.

Your student will automatically be enrolled in the Student One Card Program in September 2016.

Parents are responsible for their children’s use of library resources.

More information, including opt-out forms, is available at www.nvusd.org/1card.
Oakland Promise Card

Home » Cards & Visiting

Information For Parents of Children Enrolled in OUSD

The Oakland Promise Card is a regular Oakland Public Library (OPL) card on your child’s school badge. One side is the school badge, and the other side is the OPL card. If your child already has an OPL library card and receives an Oakland Promise Card, the Oakland Promise Card will become their new library card.

The Oakland Promise Card was piloted at Bridges Academy in spring 2017. OUSD is still determining school sites for the 2017-2018 school year and more information will be available soon.

Youth 18 and under will not be charged overdue fines.

Your child’s library card allows them full access to all library print and online materials. To review our borrowing policies see: http://oaklandlibrary.org/using-library/library-cards.

It’s important that your child keeps their contact information up to date. Notices of holds or overdue items will be sent to email, or phone if there is no email on file. Contact information can be updated using the barcode and PIN number by clicking Manage My Account, or by calling any library location.

For information on our resources, see:

Online Research and Learning
http://oaklandlibrary.org/online-resources/articles-and-databases

eBooks and Other Digital Content
http://oaklandlibrary.org/online-resources/e-books-and-digital-content

OPL Kids
http://oaklandlibrary.org/kids

OPL Teens
http://oaklandlibrary.org/teens

CARDS & VISITING

Borrowing Policies
Computers for Use by Cardholders
Disability Services
Fines and Fees
InterLibrary Loan Service
Library Cards
LINK+
Locations & Hours
Meeting Rooms
Placing Holds on Items
Renewing Items
Lawyers in the Library
Second Start Adult Literacy Program
Bike Library
Tax Assistance Program
Library Card Design Contest
Oakland Promise Card
Services for Educators
Q. My child already has a library card. How is this different?

A: OUSD and OPL entered this partnership to ensure that all Oakland students have access to free library materials. Eventually, the Oakland Promise Card will be issued automatically to every student enrolled in OUSD. If your child already has a card, the Oakland Promise Card will be their new card.

Q: What happens if my child loses their Oakland Promise Card?

A: Your child may get a free replacement Oakland Promise card through the teacher librarian at their school. They can also receive a free regular replacement card (without the student ID) for at any Oakland Public Library.

Q: What happens if my child borrows books or other materials and loses or forget to return them?

A: There are no overdue or late fees for youth. If your child doesn’t return an item 60 days after it is due, they will receive a bill to replace it. If you have the item and can return it then, you won’t owe anything. If the bill is difficult, please talk to any Oakland Public Library staff and we will ensure that your child can continue to use the library.

Q. How did the library receive my child’s information? Can the school see my child’s library record?

A: OPL receives minimal data from OUSD about your child in order to create this card (name, birthdate, address, phone, school, and school ID), through a signed agreement between OUSD and the City of Oakland. This information is not disclosed to any other entity.

OUSD does not have access to your child’s library record. Your child’s library record is fully confidential, by state law, as are all OPL library card records. You can review OPL’s privacy policy at http://oaklandlibrary.org/about/policies/privacy-statement

If you have further questions about the Oakland Promise Card, you may contact Nina Lindsay at nlindsay@oaklandlibrary.org if your child is between the ages of 5 and 12, or Lana Adlawan at ladlawan@oaklandlibrary.org for youth age 13 and up.
REDDING SCHOOL DISTRICT
& PARTNERSHIP DISTRICTS
2015-16 Annual Notification to Parents & Guardians

ANNUAL NOTICE OF YOUR RIGHTS AND RESPONSIBILITIES

As required by law, this is to notify of your rights and responsibilities. Please take time to carefully review the information in this booklet. If you have any questions regarding this information, please feel free to contact the District Office at 530-225-0011.

Education Code Section 48982 requires parents or guardians to sign and return this acknowledgment. After your review, please sign and return to your child's school this acknowledgment indicating you have received and reviewed these materials.

By signing below, I am neither giving nor withholding consent for my child(ren) to participate in any program. I am merely indicating that I have received and read the booklet with notices regarding my rights relating to activities which might affect my child(ren).

I have read the following sections:
  • Student Success Compact – page 4
  • School Bus Rules – page 8
  • Student Use of Technology: Acceptable Use Agreement – page 11
  • Library Book Permission to check out library items – page 12
  • Student Accident Insurance – page 15
  • Shasta Public Libraries Library Card – page 17
  • Image/Video Release page 18 – Check one □ Yes, I give Permission □ No, please exclude my child including yearbook
  • Equal Opportunity Notice of Nondiscrimination – page 19
  • Redding School District Notice of District Complaint Procedures – page 21
  • Surveillance Camera's – page 22

Please complete the following Residence Type (please check one box):

□ Single family permanent residence: house, apt, condo, mobile home
□ With more than one family in a house or apt: due to loss of housing, economic hardship, or other similar reason (120)
□ Shelter or Transitional Housing Program (100) □ In/Awaiting Foster Care Placement (100)
□ Motel/Hotel (110) □ Group Home (100) □ Car/Campsite (130)

Please tear-off SIGN and RETURN this acknowledgement page to your school

________________________________________________________
Student Name (printed)

________________________________________________________
Student Signature

________________________________________________________
Parent/Guardian Name (printed)

________________________________________________________
Parent/Guardian Signature

________________________________________________________
Student ID Number

________________________________________________________
School

________________________________________________________
Grade

________________________________________________________
Telephone

________________________________________________________
Date
records must conform to federal laws and in some cases must be approved by the State Committee for Protection of Human Subjects. The records include transcripts, discipline letters, commendations, attendance, and health information. The records are maintained at the school site by office staff. There is someone to help interpret the material. When more than one child is named in the records, parents may only see material related to their child. If requested, the district will provide a list of types and locations where materials are held. There is a log of who has viewed the records that is kept at the same location as the records. District policy or administrative regulation 5125 sets forth the criteria by which school officials and employees can look and change or delete the files and why. Files may be reviewed to identify students eligible for public school choice or supplemental educational services. You may have copies made for the actual cost per page. If you cannot afford the cost of copies they will be provided free of charge. You also have the right to file a written request with the superintendent challenging the records. You can challenge how your request was handled with the district or with United States Department of Education if you think there is an inaccuracy, unsubstantiated conclusion or inference, a conclusion outside the observer’s expertise, comment not based on personal observation with time and date noted, misleading or inappropriate, or violation of privacy rights. You will get to meet with the superintendent or designee within 30 days. If your challenge is sustained, the changes will be made. If not, you can appeal to the school board, which has final authority. If you still have a different view, your view can be included in the student’s record. [EC 8484.1, 49063, 49060, 49068, 49069, 49069.3, 49070-49079.7, 56043, 56044; CC 1798.24(a); FERPA; 20 USC 1232(g); 34 CFR 99]

For a smoother transition, through a relationship established with the Department of Defense and the California Department of Education, the District has established guidelines for transferring credits and meeting graduation requirements of students from military families. [EC 51250]

Student Data from Social Media Websites

School Districts may now adopt a plan to gather student information from social media websites. The Governing Board has not adopted such a plan, but may consider it in the future. The information would pertain only to student or school safety, and must be destroyed within one year of the student leaving the District or turning 18. [EC 49073.6]

 Regulations Regarding Pupil Achievement

The Board of Education believes good communication between parents and teachers is important in the educational process. All appropriate forms of communication should be used. The progress report should reflect student progress in classroom and proficiency levels and indicate educational growth in relation to the student’s ability, citizenship and effort. [EC 49067]

Teacher Qualifications

A provision of federal Title I requires all districts to notify parents of children in Title I schools that they have the right to request and receive timely information on the professional qualifications of classroom teachers and paraprofessionals including state qualifications, licensing for the grade level or subject taught, any waivers for qualifications, emergency provisions, college major, graduate degrees and subject, and if paraprofessionals or aides are in the classroom and what their qualifications are. [NCLB]

High School Exit Exam

In addition to other graduation requirements, each student is required to pass the California High School Exit Exam (CAHSEE) to receive a high school diploma. Students must have completed all other graduation requirements. Students must pass both the English and Mathematics sections. Each pupil shall take the CAHSEE beginning in 10th grade and may retake the examination as follows – two opportunities in 11th grade and three in 12th grade. If they do not pass while in high school, students may take the CAHSEE up to three times a year until they pass it, no matter how many times that takes. Accommodations can be made for students with disabilities. There is help for students for up to two consecutive years after completion of grade 12. [EC 48980, 60850, 60852.2] CAHSEE testing dates for 2015-2016:

<table>
<thead>
<tr>
<th>Language Arts:</th>
<th>Mathematics:</th>
<th>Grades:</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 6, 2015</td>
<td>October 7, 2015</td>
<td>11 &amp; 12</td>
</tr>
<tr>
<td>February 2, 2016</td>
<td>February 3, 2016</td>
<td>10, &amp; 12</td>
</tr>
<tr>
<td>May 10, 2016</td>
<td>May 11, 2016</td>
<td>10, 11, &amp; 12</td>
</tr>
</tbody>
</table>

Release of Directory Information

The law allows schools to release "directory information" to identified persons, officials of another school, school system, or postsecondary institutions, or organizations including military recruiters. Directory information includes student’s name, address, telephone information, date of birth, major field of study, participation in officially recognized activities and sports, weight and height of athletic team members, dates of attendance, degrees and awards, and the most recent previous school attend. You may have the district withhold any of this information by submitting a request in writing by September 18, 2015. Written notification received after the date specified will be honored, but the student’s information may have been released in the interim. In the case of students with exceptional needs or who are homeless, no material can be released without parent or guardian consent. [EC 49061(c), 49070, 49073(c), 56515; FERPA; No Child Left Behind Act (NCLB)] [EC 49061, 49061(c), 49063, 49070, 49073, 49073(c) 49073.5, 4960: 10 USC 503; FERPA; No Child Left B]

Shasta Public Library Card

Students will be provided with library cards allowing them access to and privileges including internet access at the Redding, Anderson and Burney Libraries. A release of directory information, described above, will be required. Students are responsible for all materials charged on his/her library card, to report a lost library card, to observe Library rules and policies, to promptly pay all charges, and to notify the Library of an address, telephone or name change. A library card is not transferable. Parents/Guardians are financially responsible for all library materials borrowed by their student. Students give permission...
to their parent/guardian to access their library account. Parent’s/ Guardians may opt out of these library privileges.

Image/Video Release

Redding School District’s programs continue to be innovative in their approach towards learning. These approaches allow students and staff to make connections beyond the classroom and to display their achievements for others to enjoy. We need your consent to allow your child to be a part of this process. Your child could appear within one of the activities listed below. This release information must be renewed each year.

I agree to the following:
- Redding School District may use photographs/videos of my child on Internet postings on teacher web sites, school district web sites and/or in district sanctioned advertising.
- Redding School District may use photographs/videos of my child in advertising or local news media.
- Redding School District may use photographs of my child in yearbooks.
- Redding School District may use photographs/videos of my child for school/district public displays.

If I check No, Please exclude my child including yearbook:
- Redding School District may not use your child’s photograph/video from any activity including but not limited to the following:
- Image/Video’s taken at any sporting event, school awards ceremony, school performances, field trips or school planned social events, including school yearbook use.

I hereby release the district, its employees, board members and agents from any damages, injuries, liabilities, claims or the like, whether foreseeable or not arising out of or relating to the use of or placement of my child’s photograph or video on the Internet or any Internet site owned, established or operated by the district or any district teacher or for any other district purpose.

School Safety Plan

Every year, each school shall review and update its plan by March 1. Each school shall make its plan public and shall share the plan with numerous community leaders, school site personnel, and parent groups. Plans should, among other things, provide guidance for the response to and/or the prevention of bullying, child abuse, and disasters. Key elements are to be described in the School Accountability Report Card. Planned responses to criminal incidents need not be disclosed. The Uniform Complaint Procedure can be used regarding School Safety Plan compliance. [EC 32281, 32282.1, 32286, 32288, 32289]

UNIVERSITY ADMISSIONS

University of California/California State University Admissions

Admission to the California State Universities requires a minimum 15-unit pattern of courses for admission as a first-time freshman. Each unit is equal to a year of study in a subject area.

A GPA of 2.0 (C) or higher is required for regular admission. Admittance is based on an eligibility index that combines multiple items. Transfer students are accepted.

Admission to the University of California requires completion of the 15 yearlong high school course list. These courses are also known as the "a-g" subjects. At least seven of the 15 yearlong courses must be taken in the student’s last two years of high school. A GPA of 3.0 (B) or higher is required for California residents. [EC 48980, 51229]

Links to University of California/California State University requirements:
- www.universityofcalifornia.edu/admissions/undergraduate.html
- www.calstate.edu/datastore/admissions.shtml
- www.csumentor.edu/planning/high_school/
- www.ucop.edu/doorways/

Definition of career technical education

A program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. More information is available about Career Technical Education at California Department of Education, www.cde.ca.gov/ct. [EC 48980(l), 51229]

Talking with a counselor

High school counselors are trained to help students prepare for college or career planning. They take students through all the steps so nothing is missed including information about financial aid, requirements, and careers. Most counselors are available by appointment and will meet with students and their families.

Transmission of GPA for Student Aid

The Student Aid Commission, for the purpose of providing the grade point average (GPA) of all district students in grade 12 to the Cal Grant postsecondary financial aid program, except when students opt out or are permitted by the rules of the Student Aid Commission to provide test scores in lieu of the GPA.

No later than October 15 each year, the Superintendent or designee shall notify each student in grade 12, and his/her parents/guardians if the student is under age 18 years, that the student’s GPA will be forwarded to the Student Aid Commission unless he/she opts out within a period of time specified in the notice, which shall not be less than thirty (30) days.

Student’s social security numbers shall not be included in the submitted information unless the Student Aid Commission deems it necessary to complete the financial aid application and the Superintendent of designee obtains permission from the student’s parent/guardian, or from the adult student, to submit the social security number. [EC 69432.9]

DISCRIMINATION, PROTECTIONS, COMPLAINTS AND PROCEDURES

Safe Place to Learn

It is State and District policy to improve student safety, connections between students and supportive adults, and connections between schools and communities. These policies
Conclusion

We hope that the content of this Implementation Toolkit has provided you with the information and resources that you need to make your Student Success Initiative program successful. We would like to thank all of the libraries and organizations who contributed their time and media to this Implementation Toolkit so that schools and libraries have a place to start when navigating the initial stages of school/library partnerships. Below is a list of supporting articles that will help you in the development of your Student Success Initiative at various points along the way.

Supporting Articles

Pacific Library Partnership Student Success: http://www.plpinfo.org/student-success/

A Library Card in Every Student’s Pocket: http://neatoday.org/2015/05/04/a-library-card-in-every-students-pocket/


Education Data Partnership: http://www.ed-data.org/


Libraries Transform: http://www.ilovelibraries.org/librariestransform/


Stepping Up to the ConnectED Library Challenge: A Call to Action: https://www.imls.gov/publications/stepping-connected-library-challenge-call-action

Student ID Linking Students to Libraries: https://americanlibrariesmagazine.org/2016/01/04/student-id-linking-students-to-libraries/