

CSD Board Meeting Minutes 3/17/2018

In attendance: In attendance: Tasha, Anna, Jeana, Alec, Greta, Carrie, Karen, Jane, Carson (note taker)

- I. Welcome/Housekeeping/Introductions
 - Event registration: Do we want minimum registration at events?
 1. Are there things we can do to better market mock events?
 2. Discussion about holding a mock event as a preconference at OLA.
 3. Decided not to require minimum registration.
- II. Board meeting frequency
 - Board will meet virtually twice per year in addition to in-person meeting.
 - Welcoming virtual meetings for new members. Need to make new board members feel more welcome.
 - Online calendar of CSD events will be added to website.
 - New board members should begin September 1st. CSD incoming chair should attend OLA board retreat in August.
 - Discussion of having OYAN representative at CSD workshop to answer questions.
 - Discussion of whether or not CSD workshops should go back to full day.
 - Survey for members has been created and will be sent out soon. Is there a way to survey non-members as well?
 - Date for CSD Fall 2018 workshop: October ; CSD Spring 2019 workshop: March
 - Board meetings: September 2018 (in-person) & February 2019 (virtual) & May 2019 (in-person)
- III. Financials
 - Looked over financials
- IV. Scholarships
 - Promoting scholarships and how scholarship funds can be used
 - Greta will look to see if Eastern Oregon libraries have their own listservs. Anna will send Tasha the listservs she knows of.
 - Have extra scholarship money left over.
 - We need additional ideas for promoting scholarship money
- V. Open position recruitment
 - Need to fill: Incoming Chair, Secretary, Lampman Chair
 - Testimonials from outgoing members
 - Promote board membership to library students and support services staff
 - Promoting board membership as a way to be attend workshops, etc... As prestigious position.
- VI. Open Meeting: Introductions
- VII. Performer's Showcase Update
 - Held at Salem PL
- VIII. Fall Workshop Discussion

- Surveys will be sent out to CSD members and will be available to non-members on the website.
 - Location suggestions: Springfield, Monmouth, Wilsonville, Estacada
- IX. OLA
- Member engagement booth in exhibit hall: recruiting new board members, new CSD members. Photo display, interactive activities, button maker-Holly @ Tigard, Karen @ Salem, Alec, Shannon @ Wilsonville, Rebecca @ West Linn.
 - Scholarships
- X. Mock Updates
- Coretta Scott King Mock: First time doing this particular award. A lot of positive feedback for people that attended. Recording of presentation will be posted on the CSD website soon.
 - Mock Caldecott in 2019: Saturday, January 12, in Springfield, OR.
- XI. Statewide Issues
- HR 620
 - OBOB
 - State Library

Session 1: Talking about race to preschoolers

Presented by: Danielle Jones and Kirby McCurtis

Session 2: Guerilla Storytime

CSD Spring Workshop Guerilla Story Time responses

How do you counter ethnocentrism and eurocentrism in your programs?

- Keep a book list of diverse titles and update frequently
- Tell others that you want more diverse books, and ask them to share ones that might work specifically for story time.
- At a story time try doing an Author focus. Read books written by one person, print out a picture of the author and talk about them.

What is your favorite clapping verse for “shake your sillies out” that doesn’t use crazy * or similar terms?

*Crazy in this context is a derogatory, ableist term which may be insulting toward those with mental illnesses.

- Clap your _____ cooties, quiggles, cravings, **crankies!** (we all agreed that we all have crankies—kids and adults.)
- We talked about instead of saying things like, “You’re really crazy today,” we can use words like “Energetic” or “wild”
- Instead of “Let’s get crazy” for a dance party, say, “Show me your energy!!!”

What was the last story you read aloud about Native people that was NOT a myth, legend, or folktale?

- *Little You* by Julie Flett
- *Wild Berries* by Julie Flett illustrated by Richard Van Camp
- *Thunder Boy, Jr.* by Sherman Alexie—there have been allegations against Alexie for sexual misconduct; the illustrations don’t cite any nation (This was news to me, so I checked the go to resource American Indians in Children’s Lit.. website)
<https://americanindiansinchildrensliterature.blogspot.com/search?q=sherman+alexie>
- GREAT RESOURCE: American Indians in Children’s Literature
<https://americanindiansinchildrensliterature.blogspot.com/>
- *On Mother’s Lap* by Anne Herbert Scott
- *We Sang You Home* by Julie Flett (First Nations author)
- *I am not a Number* (shared with 9 year old child)

What are ways of modeling or encouraging compassion, kindness, and empathy in a story time? How do we make it easy to continue this practice at home?

- Label the feelings that are used in illustrations.
- Ask, “How does the character feel?... how can you tell?” It empowers the child to give them the words for their feelings
- Jane Corry mentioned she was stumped for finding a book about greed beyond *Should I share My Ice Cream?* (Elephant & Piggie)—*If You Plant a Seed* by Kadir Nelson was recommended.
- *My Heart Fills with Happiness* by Monique Gray Smith illustrated by Julie Flett.
- Mary Lynn at Newberg PL did a compassion series in story time and even had little take home tips to talk at home—the response was that it was prompted good conversations with families.
- Sharing toys - providing language to encourage shared play
- start storytime with a puppet this is sick/tired/grumpy/etc. Ask the families for ideas of how to make them feel better. Hand out puppets or animals to the kids and invite them to do the same for their cuddly
- Make a habit of reacting to a behavior happening in the book
- Use the book *Mean Soup*

- Use Jim Gill's "I'm So Mad"
- Ask them to look at characters faces and describe their feelings
- Use *In My Heart* by Witek, *There's a Monster in my Closet*, *Leonardo the Terrible Monster* or *Big Bad Bubble*

Tell us about an old favorite book/song/fingerplay that you do NOT use anymore because of problematic depictions or history.

- Caution around 5 Little Monkeys
- *There Was an Old Lady Who Swallowed a Fly... perhaps she'll die.* Jane started reading this book and then realized that a girl in her audience had recently lost her mom and felt uncomfortable and stopped. She personally knew the family so it wasn't a scenario where "you just don't know"
- Peter Hammers with one hammer... moves on to Peter hammers with four hammers... Kids hammer with fists and feet. Korie ran into a situation where a child couldn't fully participate in this song/activity. We all emphasized that it's important to survey your room and to adapt
- Skippy Jon Jones
- "One little, two little bubbles" because of the tune
- "Shoe Fly" because of the association with slavery
- Modified "Wheels on the Bus" to use "grownups" instead of moms or dads and have babies laughing instead of crying
- Baby Bumblebee song - instead of squishing bee, letting it go
- Little Bunny Foo Foo
- "Participate in whatever way feels right to you!" a good message to families. Not all children are going to want to jump up and dance around. Reassure adults that it's okay for their child to be reserved or more wiggly than the group.

(I forgot the question, but it must've been about someone complains that what you read at story time was not appropriate. How do you respond?)

- Respond, "We want to share books that represent a broad range of families in our community."
- Know who has your back. Let your supervisor and or library director know if you are broadening the scope of stories presented. Make them aware of why it's important (if need be).
- Understand that we are not pushing political agendas— we want to be windows mirrors doors (Mirrors, windows and doors' is a metaphor that can be used to refer to the need for children to find themselves reflected in books; for books to provide an opening onto worlds beyond their own experience (worlds real or imagined) – because children need to see children that look

different in the books they read; and for reading to provide a conduit for children to journey into the world and experience all it has to offer.)

- We want to introduce these books so that it prompts conversation at home.
- A note about gender identity—sometimes parents think we’re talking about sex. We’re not.
- Titles mentioned were Heather Has Two Mommies; I am Jazz; The Family Book by Todd Parr
- The concept of holiday story times came up—do you offer a Santa Christmas story time? Do you “warn” families that it’s going to happen? There’s implicit bias in pointing it out. Would you say point out that you’re reading any other topic?

How do you tweak book or songs to be more inclusive?

- Take gender out of songs/rhymes - use your or they
- incorporate signs and puppets to include patrons with different language backgrounds
- Share books that are written in other languages and either translate the text or “picture read”
- Ask families to share if their animals make another noise in “Old MacDonald”
- Try to make an activity that is parent-directed and independent

What do you do if you don’t have diverse books to fit theme?

- Change the theme
- Don’t do a theme
- Start with diverse book and create theme around that book

What language do you use to include families that don’t conform to gender binaries?

- Ask children for their pronouns
- “Friends” instead of “guys”; “grown-ups” instead of “mom” or “dad”

What inclusive names do you randomly choose when singing name songs?

- I don’t
- Need more that rhyme
- Switch out “Tommy” for another name in “Tommy Thumbs Up”

What resources do you use to make storytime more inclusive?

- Diverse books!
- Songs and rhymes in a language other than English (even in mostly white community)
- Handout rhymes in multiple languages
- [KCLS videos](#) or [Colorín Colorado](#)

- Bilingual opening song
- Visual representation of what we're doing (lyrics, pictures)
- Write themes in flannel letters (sometimes 2 languages)
- Ask caregivers what their favorite songs/rhymes are

How do you speak with an adult who was offended by your reading a book with a gay couple?

- "We serve all"
- "We represent and welcome all"
- "We have stories about everyone"

How do you make a family feel welcome if they speak a language you can't understand?

- body language, smiling
- (in storytime) use hello teddy bear
- hand kids/grownups marker and let them write what they're saying

How do you deal with distractions in storytime? (Participant shared story about two kids at her library who have aged out of her toddler storytime but her library doesn't offer next step; she was also concerned that the caregivers don't read to these kids)

- More early lit asides to grown-ups (ALA has [early literacy tip cards](#), Vroom cards, [CSD early lit calendar](#))
- Scaffold storytime for multiple ages; give toys to younger kids and read to older kids
- More flannel stories to engage all audiences
- Involve older kids as helpers
- Physically show the family the picture book section and talk with them about resources
- Tell caregivers what to talk about with books at home
- Have kid/adult read-along during storytime

What's the best part of storytime?

- When reserved kids finally join in
- When they get nouns and start labeling everything
- When kids play storytime at home

