

# INTERCHANGE

Journal of the Oregon Association of School Libraries

Fall 2014



## 2014 F<sup>🍁</sup>ALL EVENT

**CONNECT, COL<sup>🍁</sup>L<sup>🍁</sup>BO<sup>🍁</sup>R<sup>🍁</sup>TE & CELEBR<sup>🍁</sup>TE  
BOOKS, TECHNOLOGY & LIBR<sup>🍁</sup>ARIES<sup>🍁</sup>**

**AN AFTERNOON OF INFORMATIVE SESSIONS  
FOLLOWED BY A RECEPTION, OASL AWARDS &  
AN EVENING WITH ANGELA JOHNSON**



**OCTOBER 18, 2014  
🍁 EMBASSY SUITES, PORTLAND AIRPORT 🍁**

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-  Sessions
-  Exhibitor Showcases
-  Exhibit Hall (Thursday and Friday)
-  1-Year Membership
-  General Membership Meeting (Thursday)
-  Networking with 1800+ Attendees

### SUMMIT EXCURSIONS

Wednesday, March 18th  \$220

A full-day summit featuring the resources, solutions, and inspiration for like-minded educators working to achieve similar goals.

-  Leadership
-  Teacher-Librarian



\*Early registration pricing by February 20, 2015  
Certificate of attendance, clock hours, and college credit available.

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# INTERCHANGE

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## 2014 F LL EVENT

Register for your spot at our Fall Event! Check out the event  
website for more details: [www.olaweb.org/oasl](http://www.olaweb.org/oasl)

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**INTERCHANGE**  
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Association of School Libraries

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**Fall 2014**

Issue Editor ..... Stephanie Thomas  
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Assistant Coordinating Editor ..... Dana Berglund  
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**OREGON ASSOCIATION OF SCHOOL LIBRARIES**  
**dba Oregon Educational Media Association**

*MISSION STATEMENT* OASL provides progressive leadership to pursue excellence in school library media programs by:

- advocating information literacy for all students;
- supporting the highest levels of library media services in schools;
- supporting reading instruction and enjoyment of literature;
- strengthening member professionalism through communication and educational opportunities;
- promoting visibility in education, government and the community

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## From the President's Device *by Stephanie Thomas*



It's hard to believe I'm writing my first *President* article. I am excited to take on this new and exciting role. My goal is to represent School Libraries in the state of Oregon at our local, state, and national levels. As an American Library Association Emerging Leader in 2013, I was able to see first-hand the work that goes into collaborating on advocacy efforts. We have so many things going on in OASL at this time; won't you consider being a member of the board? If you have an interest, we will utilize your talents. We need all the members we can bring together in order to have a strong, unified voice. If you know of a colleague or library friend that is not in OASL, I implore you—ask not what OASL can do for you; but what YOU can do for OASL. If you are a member, be our 1:5—go out and spread the word about the great benefits of being a member to five others. There are several ad hoc committees within OASL working hard on things like: job descriptions for certified and classified school library staff, Oregon School Library Information Standards, OASL membership advocacy, HB 290 evaluation and goal setting models, and the OAR Media Programs update. You or your colleagues could have a place on a committee that meets your interests!

OASL is currently collaborating with the Oregon Department of Education on many issues as well. Some of these include the proper evaluation of licensed Teacher Librarians, the Northwest Teaching for Social Justice, SL3: School Libraries, Summer Learning, Summer Lunch, parent advocacy groups, and more. Our very own Oregon Library Association President, Candice Watkins is one of our strongest allies and has written an advocacy letter on our behalf in this issue. As a result of this hard work and collaboration, change is in the air. Schools are adding back school days and they are hiring MORE LIBRARY STAFF. Join one of our committees, join the board, or simply email me if you'd like to get more involved in OASL and are not sure how.

In this issue, we are focusing on our upcoming “An Evening with OASL” event on Saturday, October 18<sup>TH</sup>. We have celebrated author Angela Johnson coming to see us and you're going to want to reserve your spot early! Make this the year that you reward yourself by getting more involved in your volunteer-run school library organization; we need your help and support to sustain and grow our efforts!

*Stephanie Thomas is the teacher-librarian at Parkrose High School. Previously, she was an elementary teacher-librarian in Michigan. She is the 2014–2015 OASL President, a 2013 ALA Emerging Leader, and an adjunct instructor in the area of educational technology integration at Portland State University. She can be reached at [kid.librarian@gmail.com](mailto:kid.librarian@gmail.com).*



## Angela Johnson *by Susan Stone and Dana Berglund*



Angela Johnson is an author who has won so many awards for her 40+ books, that they are difficult to count. She won the Ezra Jack Keats Award for new writer for her first book, the picture book *Tell Me a Story, Mama*. She has been recently honored with the Virginia Hamilton Literary Award, has won several Coretta Scott King awards and honors, a Printz Award, ALA Notable book awards, and, in 2003, a MacArthur Genius Award, honoring her creative contributions and helping with resources and time to continue her works of genius. She is a flexible writer who has successfully moved readers with everything from board books to YA books with mature themes. Though the award recognition is appreciated, she also says that “what is more important is to continue to write work that connects with the reader” (Angela Johnson, Brown Bookshelf). Luckily for us, she will be connecting with us at our Fall Event in Portland, giving a talk entitled “Diversity, Race & Culture in Schools”.

*continued...*

Ms. Johnson grew up in Alabama and Ohio, having a “fantastic childhood” and listening to the stories told by her relatives. She has said in interviews that she always loved reading, having the characters come alive, and writing her own stories and poetry. In her early adult years, she worked in child development, nannying for and building a friendship with writer Cynthia Rylant. Rylant encouraged her to write and publish her stories, eventually sending a draft of Johnson’s stories to her own editor. This became *Tell Me a Story, Mama*. 23 picture books, 12 novels, 4 board books, 2 anthologies, one book of short stories and one book of poetry later and the rest, you might say, is history.

Many of her picture books have prominent themes of love, family, and acceptance. She has said that she is “enchanted” with the interplay of story and art, the way the two can move together and compliment each other. More recently, she has written a number of historical fiction picture books, highlighting African American experiences in both pivotal and everyday historical moments. In *Wind Flyers*, a boy tells of his great-great uncle’s love of flying that led him to be one of the Tuskegee Airmen. *The Sweet Smell of Roses* follows children as they participate in a freedom march. Her newest book, *All Different Now*, tells the story of Juneteenth and freedom coming to a particular family on a particular plantation in Texas. It has received starred reviews from all of the major book review panels, and will join her other books as a lyrical story they can connect with.

Johnson’s young adult novels have been equally lauded for their realistic portrayals of difficult situations and their resonant characters. *The First Part Last* is a notable example—multiple award winner and fan favorite. It is a prequel/companion story to an earlier novel, *Heaven*; a third novel is also set in the same fictional town, with cross-over characters. Characters in her novels may struggle with issues around their biological parents, other family relationships, chronic mental or physical illness, or they may become a parent themselves. Through it all, however, the characters remain within reach of the reader and may help people to deal with situations in their own lives.

Today, Ms. Johnson still lives and writes in Ohio. We look forward to welcoming her to Portland and to our OASL Event on Saturday, October 18<sup>TH</sup>. Please join us in connecting with her then.

**“I want [readers] to come to a safe place when they are reading my books — even if the story is tumultuous.” -AJ**

**“I want my voice to be one that they can count on for a good story and maybe even take away something that might hold them in good stead.” -AJ**

Web Sources:

“Angela Johnson Biography.” *Encyclopedia of World Biography*. Advameg, Inc., 2014. Web. 1 Aug. 2014.  
<http://www.notablebiographies.com/news/Ge-La/Johnson-Angela.html>

“Angela Johnson: Highlights of a Life.” *Ohioana Authors*. The WOSU Stations, Web. 1 Aug. 2014.  
<http://www.ohioana-authors.org/johnson/highlights.php>

“Angela Johnson.” *The Brown Bookshelf: United in Story*. Web. 1 Aug. 2014.  
<http://thebrownbookshelf.com/2009/02/08/angela-johnson/>>.

## Angela Johnson: A bibliography

### Elementary

*All Different Now—Juneteenth, the First Day of Freedom* (2014)

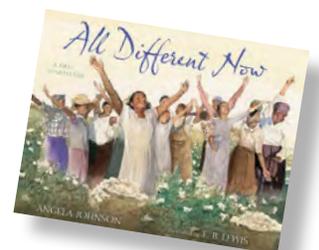
In 1865, members of a family start their day as slaves, working in a Texas cotton field, and end it celebrating their freedom on what came to be known as Juneteenth.

*The Aunt in Our House* (1996)

When The Aunt comes to live with them, the entire family enjoys her company and helps her forget about the home she has lost.

*A Cool Moonlight* (2003)

Born with a rare and dangerous allergy to sunlight, Lila’s spent her life hidden from the daylight—staying covered up and indoors until dark, only venturing outside after the sun has set and the moon’s cool light shines. Also good for middle school.  
*continued...*



*Daddy Calls Me Man* (2000)

Inspired by his family experiences and his parents' paintings, a young boy creates four poems.

*The Day Ray Got Away* (2010)

A parade balloon shaped like a sun breaks free of his strings and flies away from the other balloons.

*Do Like Kyla* (1990)

A little girl imitates her big sister Kyla all day, until in the evening Kyla imitates her. Kyla is a loving big sister and an excellent role model for her younger sibling.

*Down the Winding Road* (2000)

Jesse and his sister are city kids, so the journey into the country is amazing. But the real treat waits at the end of the road: the Old Ones, the aunts and uncles of their father's youth who were old even then, who line up now to welcome their great-niece and -nephew.

*The Girl Who Wore Snakes* (1993)

It's love at first sight when the visiting zoo man asks who at school wants to hold a snake. "Me," Ali says right off--and wears the snake all day. Later Ali buys all the snakes she can at the pet store and wears them all home.

*I Dream of Trains* (2003)

The son of a sharecropper dreams of leaving Mississippi on a train with the legendary engineer Casey Jones.

*Joshua by the Sea* (1994)

Joshua goes to the shore with his family. Note: This is a board book.

*Joshua's Night Whispers* (1994)

Joshua, a little African American boy, is afraid of noises at night. He finds his father and they listen to the night sounds together. Note: This is a board book.

*Julius* (1998)

When Maya's grandfather comes for a visit, he brings a surprise in a crate--something, he says, to teach her "fun and sharing." Maya hopes it's a horse or a big brother. But instead it's Julius, a big, cool pig.

*Just Like Josh Gibson* (2004)

A young girl's grandmother tells her of her love for baseball and the day they let her play in the game even though she was a girl.

*The Leaving Morning* (1995)

On the leaving morning, a child watches for the moving men, has a cup of cocoa in the deli across the street, and leaves lip marks on the window of the apartment before departing for the new home.

*Lily Brown's Paintings* (2007)

When Lily Brown paints, she imagines all sorts of fantastic things in the scenes that she sees every day.

*Lottie Paris and the Best Place* (2013)

Lottie Paris goes to the library, her favorite place in the world, and makes a new friend for whom the library is also a special place.

*Lottie Paris Lives Here* (2011)

Relates a day in the life of a little girl who lives with her Papa Pete in a house across from a park.

*Maniac Monkeys on Magnolia Street* (1998)

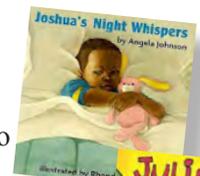
Welcome to Magnolia Street, where Charlie has just moved into her new home. It isn't long before Charlie is exploring, meeting all of her new neighbors, and getting herself into trouble.

*One of Three* (1991)

A series of candid reflections by the youngest of three sisters on her daily relationships with her older sisters and family.

*Rain Feet* (1994)

A very young boy in a yellow slicker enjoys playing in the rain. Note: This is a board book.



continued...

*The Rolling Store* (1997)

As she and a friend are loading a wagon with cookies and fans they have made, a young girl repeats the story of a wondrous Rolling Store that used to come to the country where Granddaddy lived when he was young.

*Shoes Like Miss Alice's* (1995)

A child spends the day with the lively new babysitter, Miss Alice.

*Songs of Faith* (1998)

Living in a small town in Ohio in 1975 and desperately missing her divorced father, thirteen-year-old Doreen comes to terms with disturbing changes in her family life. Also good for middle school.

*A Sweet Smell of Roses* (2005)

A stirring yet jubilant glimpse of the youth involvement that played an invaluable role in the Civil Rights movement.

*Tell Me A Story, Mama* (1989)

A young girl and her mother remember together all the girl's favorite stories about her mother's childhood.

*Those Building Men*

Recalls the unheralded men whose labors served to build the canals, roads, railroads, bridges, and towering buildings of the United States.

*Violet's Music* (2004)

From the days she banged her rattle in the crib, Violet has been looking for friends to share her love of music.

*The Wedding* (1999)

Daisy describes the preparations leading up to her older sister's wedding and the joyous and bittersweet feelings surrounding the event itself.

*When I Am Old With You*

A child imagines being old with Granddaddy and joining him in such activities as playing cards all day, visiting the ocean, and eating bacon on the porch.



*When Mules Flew on Magnolia Street* (2000)

A collection of stories by award-winning author Angela Johnson about Charlie and her adventures on Magnolia Street. Sequel to *Maniac Monkeys on Magnolia Street*.

*Wind Flyers* (2007)

A boy's love of flight takes him on a journey from the dusty dirt roads of Alabama to the war-torn skies of Europe. Introduces young readers to the contributions of the Tuskegee Airmen in World War II. Also available as a DVD.



**Middle School**

*Bird* (2004)

Devastated by the loss of a second father, thirteen-year-old Bird follows her stepfather from Cleveland to Alabama in hopes of convincing him to come home, and along the way helps two boys cope with their difficulties.

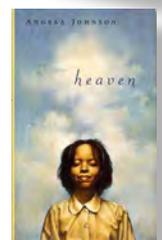


*Gone From Home—Short Takes* (1998)

A collection of short stories in which young people extend help to those around them while trying to find hopeful answers to life's problems. Also good for high school.

*Heaven* (1998)

Fourteen-year-old Marley's seemingly perfect life in the small town of Heaven is disrupted when she discovers that her father and mother are not her real parents.



*Humming Whispers* (1995)

Sophy fears that she will become like her older sister Nicole who has schizophrenia. Also good for high school.

*continued...*

*Looking for Red* (2003)

A thirteen-year-old girl struggles to cope with the loss of her beloved older brother, who disappeared four months earlier off the coast of Cape Cod.

*The Other Side—Shorter Poems* (1998)

A collection of poems reminiscent of growing up as an African-American girl in Shorter, Alabama.

*Running Back to Ludie* (2001)

A young woman has only vague recollections of her mother, Ludie. When Ludie writes that she wants to see her daughter again, the girl takes the chance to be whole—by running back to Ludie.

*Toning the Sweep* (1994)

On a visit to her grandmother Ola, who is dying of cancer in her house in the desert, fourteen-year-old Emmie hears many stories about the past and her family history and comes to a better understanding of relatives both dead and living.

**High School***A Certain October* (2012)

Scotty compares herself to tofu: no flavor unless you add something. And it's true that Scotty's friends, Misha and Faclone, and her brother, Keone, make life delicious. But when a terrible accident occurs, Scotty feels responsible for the loss of someone she hardly knew, and the world goes wrong.

*The First Part Last* (2003)

Bobby's carefree teenage life changes forever when he becomes a father and must care for his adored baby daughter.

*Sweet, Hereafter* (2010)

Sweet leaves her family and goes to live in a cabin in the woods with the quiet but understanding Curtis, to whom she feels intensely connected, just as he is called back to serve again in Iraq.

*Created for OASL by Jackie Partch and the Multnomah County Library School Corps.  
Jackie can be reached at 503.988.6004 or at jacquelp@multcolib.or.*

**Compiled Curriculum Connections**

As we strive to make ourselves indispensable to our schools, we can partner with teachers to help them do some of their planning around literature. Here we have a collection of online resources that, for the most part, focus on a particular text by Angela Johnson. Preparing ourselves with curriculum connections and extensions can make us more useful and valuable to the teachers in our buildings.

**Elementary**

\*In *Authors as Mentors*, the fifth book of Lucy Calkins' *Units of Study for Primary Writing for K–2*, Angela Johnson is held up as a mentor author. Through a detailed look at her picture books, students are taught to observe their own worlds and write about their own experiences using her texts as a model.

\**Joshua's Night Whispers* by Angela Johnson; illustrated by Rhonda Mitchell

<http://books.heinemann.com/Shared/onlineresources/E00604/AuthorsAsMentorsSession1.pdf>

\**Julius* by Angela Johnson; illustrated by Dave Pilkey

<http://mssmiths2ndgrade classroom.weebly.com/julius.html>

\**The Leaving Morning* by Angela Johnson; illustrated by David Soman

[http://writingfix.com/process/Revision/Leaving\\_Morning.htm](http://writingfix.com/process/Revision/Leaving_Morning.htm)

\**Lily Brown's Painting* by Angela Johnson; illustrated by E. B. Lewis

[http://www.teachingchildrenphilosophy.org/wiki/Lily\\_Brown%27s\\_Paintings](http://www.teachingchildrenphilosophy.org/wiki/Lily_Brown%27s_Paintings)

*continued...*

\**Sweet Smell of Roses* by Angela Johnson; illustrated by Eric Velasquez

<http://wildgeeseguides.blogspot.com/2010/01/sweet-smell-of-roses.html>

\**When I Am Old with You* by Angela Johnson; illustrated by David Soman

<http://prekcarolyn.hubpages.com/hub/when-i-am-old-with-you-lesson-plan>

\**Wind Flyers* by Angela Johnson; illustrated by Loren Long.

<http://www.nationalmuseum.af.mil/shared/media/document/AFD-110419-030.pdf>

**Middle/Secondary**

\**Bird*: <http://wildgeeseguides.blogspot.com/2010/01/bird.html>

\**First Part Last*: <http://wildgeeseguides.blogspot.com/2010/01/first-part-last.html>

\**Heaven*: <http://www.scholastic.com/browse/article.jsp?id=3751211>

<https://www.teachervision.com/novels/printable/56977.html>

<https://multcolib.org/heaven>

[http://books.simonandschuster.com/Heaven/Angela-Johnson/9781442403420/reading\\_group\\_guide](http://books.simonandschuster.com/Heaven/Angela-Johnson/9781442403420/reading_group_guide)

\**Heaven: A Certain October*:

[http://books.simonandschuster.com/Certain-October/Angela-Johnson/9780689870651/reading\\_group\\_guide](http://books.simonandschuster.com/Certain-October/Angela-Johnson/9780689870651/reading_group_guide)

\**Humming Whispers*: <http://www.scholastic.com/teachers/lesson-plan/humming-whispers-discussion-guide>



Saturday, October 18, 2014

1:00–4:00PM Program

Feast Your Eyes, Part I

Jerene Battisti and  
Angelina Benedetti,  
YA Public Librarians

B&B will whet your appetite with this feast of new books for teens and readers who love them. Divided thematically, this menu presents new fiction and nonfiction for middle school, junior high, and high school readers—including fantasies, biographies, fun fiction, historical and realistic fiction books. Each participant will take away an annotated bibliography of approximately 100 titles, an understanding of recent trends in publishing, and plenty of great stories to share.

2014's Best of the Best K–6

Deborah Ford,  
Literature Specialist,  
Junior Library Guild

What are the latest and greatest fiction and nonfiction titles for 2014? With so little time, where are the free resources to support the use of these books in a school library program? Join literature specialist Deborah B. Ford for a fast-paced, motivating workshop that will inform and inspire you. Participants will leave with an annotated bibliography, a plethora of implementation ideas, and view a new [award-winning free resource](#) she's created.

**1ST HALF**

**2ND HALF**

Feast Your Eyes – Part II

B&B B&B continue the feast with new genre line-up.

Story Telling Skills for Story Time

Heather McNeil,  
Youth Services Librarian,  
Deschutes Co. Library

Want to make your story times more engaging and interactive? Come join award-winning storyteller and Oregon's Librarian of the Year Heather McNeil as she offers tips for reading aloud picture books and nonfiction, including using different voices, pacing, and participation. Fun is guaranteed!



5:00–7:00PM

Reception & No-host Bar/Awards/Vendor Activities/Author Signing

7:30–9:00PM

Author Event: Angela Johnson, award-winning and best-selling author  
“Diversity, Race & Culture in Schools”

# Save the Date!

## OASL FALL EVENT - October 18, 2014

THE OREGON ASSOCIATION OF SCHOOL LIBRARIES INVITES YOU TO SPEND TIME

### Connecting, Collaborating & Celebrating Good Reads for K-12

AFTERNOON SESSIONS FOR K-8 WITH  
AN EMPHASIS ON INTEGRATING NON-FICTION

AFTERNOON SESSIONS FOR 6-12 WITH  
PUBLIC LIBRARIANS BATTISTI AND BENEDETTI

Spend the evening with award-winning and best-selling author  
**Angela Johnson**  
"Diversity, Race & Culture in Schools"



TICKETS: [WWW.OLAWEB.ORG/OASL](http://WWW.OLAWEB.ORG/OASL)



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7900 NE 82ND AVE, PORTLAND, OR 97220

## The Importance of All Children Seeing Themselves in Literature

by Susan Robertson



This spring there were two articles published in *The New York Times* that I have found myself re-reading often. One of the articles was written by the recently deceased novelist, Walter Dean Myers and the other by his son, Christopher Myers. Both of the articles are about the same topic: the need for children of all races to see themselves in literature. Each author tells his personal story as well as stories of children they've met who have experienced similar feelings of exclusion from the world of literature. As librarians, we see how a book can change a child's view of themselves and their world. Hopefully, the more books a child reads, the more expansive their world will become. The plan is that it shouldn't become narrower.

Having all races represented in literature becomes a tool, teaching students about themselves and about other races and cultures different than their own. In Christopher Myers' article, "Where are the People of Color in Children's Books?" he writes that when children recognize themselves in stories they will come to understand "that [their] life and lives of people like [them] are worthy of being told, thought about, discussed and even celebrated." There's a need for more stories told about everyday life that include children of color. If children don't see themselves in literature, except as a stereotype, they may come to believe their lives and their stories don't matter.

Both articles begin with the same quote: "*Of 3,200 children's books published in 2013, just 93 were about black people, according to a study by the Cooperative Children's Book Center at the University of Wisconsin.*" The published works counted in the study include picture books, fiction, and non-fiction. Books about Hispanic, Asian, or Native Americans fared even worse. When races and cultural groups are portrayed inaccurately, as stereotypes, or completely omitted from literature, they only have the dominant culture's stories to construct meaning about themselves. If students are provided books from only a white perspective they will always see them themselves as outsiders, not as an integral part of society.

In Walter Dean Myers' article, "The Apartheid of Children's Literature", he writes about the point in his life when, even though he had loved literature and had read all the classics, something was missing when he reached adolescence. "I was a black teenager in a white-dominated world, I saw these characters, these lives, were not mine." So he stopped reading. He dropped out of school and joined the army and lived through a period he refers to as a "drunken stumble through life." He eventually read a book that he connected with: James Baldwin's *Sonny's Blues*. In the article, Myers writes, "I didn't love the story, but I was lifted by it, for it took place in Harlem, and it was a story concerned with black people like those I knew. By humanizing the people who were like me, Baldwin's story also humanized me. The story gave me permission that I didn't know I needed...."

Growing up we are "subconsciously on a quest for identity," as Myers puts it. Reading stories where the characters are culturally or racially like us can provide new ways to see ourselves. A character who is like us but is experiencing different situations than we are can expand our idea of ourselves and our possible choices in life. Christopher Myers writes that books are "less like mirrors and more like maps." Children create their world by the stories they are given. Books are "an atlas of their world, of their relationships to others, of their possible destinations."

Awareness of the importance of children seeing themselves in books on our library shelves is an obvious first step. Making multicultural books a priority for purchase and display, an obvious second. According to the above statistics, it may seem like there are not a lot of titles to choose from, but there are some out there. Walter Dean Myers makes a great suggestion that we expand our content on African-American titles beyond just "folklore about slavery" or the civil rights movement. We need books on contemporary, ordinary kids with brown skin that "traverse the lands of adventure, curiosity, imagination or personal growth."

This fall an author is visiting Portland who does just that. Angela Johnson has written over 40 books, with many of her young adult novels filled with contemporary teens with teenage issues. Johnson has written her share of African-American historical books as well. *A Sweet Smell of Roses* is about the march from Selma to Montgomery and *Wind Flyers* is about the Tuskegee Airmen in World War II. She also has written many wonderful picture books with

*continued...*

African-American characters, highlighting “such every day events as eating oatmeal and walking to the store.” In one of her picture books, *Lottie Paris*, the main character’s “favorite place in the world is the library.” With more books like Johnson’s, I don’t see why it wouldn’t be every child’s favorite place.

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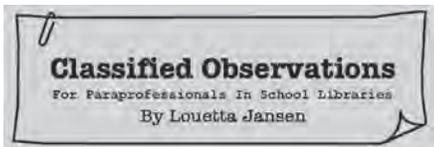
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*Susan E. Robertson is the Media Specialist at Jason Lee K–8 in Portland. She recently completed her Master’s of Educational Media at PSU. She lives in SE Portland with her two daughters.*



“Mrs. Jansen, I need that book that’s yellow on the side with the special sticker. You know the one with the elephant on it?” Don’t we love our jobs? I know I do!

My name is Louetta Jansen and I’ve been working at North Bay Elementary School Library since 2000. The district I work in is fairly small with one high school, one middle school, and two elementary schools. As a library tech, I

think it’s the best job in the world to enrich the lives of students and help teachers the best we can. However, while this job can be challenging, with budgets decreasing and technology increasing everyday, I find it energizing and fulfilling.

I am excited to be a team member of the OASL board as a paraprofessional! I hope to voice our goals, needs, and desires in order to best support us as we provide services to our schools and communities. My goals through this position are two-fold: to grow paraprofessional membership in OASL and to foster greater collaboration between licensed and non-licensed staff. My first goal is to reach out and recruit more paraprofessionals to our organization so that they can become more knowledgeable and proficient in their jobs as well as contribute their skills and knowledge to the group. The second is to help develop better teamwork between teacher librarians and paraprofessionals. Just when you think you’ve got it down, you realize there is so much more to know. By pooling resources we can learn so much from the professional’s expertise and experience. Through better collaboration we, as paraprofessionals, can support and enhance their jobs as teacher leaders in our field.

Fall brings a lot of new changes. In our district we are reconfiguring grade levels and learning to adjust for the best possible education. Together we can provide the love of learning and reading to empower students in making the best of their education. I invite you to contact me any time with questions or concerns regarding OASL. I hope to meet a lot of new people at our fall event in October featuring Angela Johnson.

And yes, Oliver, I think I know. That book with the yellow side, special sticker and elephant on the front? It’s called *The One and Only Ivan*. It’s a wonderful story by Katherine Applegate. It’s right over here.



*Louetta Jansen is the new paraprofessional representative on the OASL board, and works at North Bay Elementary School. She can be reached at [ljansen@nbend.k12.or.us](mailto:ljansen@nbend.k12.or.us).*



# NWTSJ

OASL is planning their Angela Johnson evening event around the NW Teaching for Social Justice Conference. Both organizations have agreed to partner and OASL is offering a discount on our evening event for those folks who attend the NW Teaching for Social Justice Fall Conference during the day. As an OASL member, you'd be able to attend both events for optimum professional development opportunities in our area! If you haven't been before, this is an inspiring and thought-provoking day of workshops and discussions. The website for the organization is: <http://nwtsj.org/>. The details from their website are as follows:

## The 7<sup>TH</sup> Annual Northwest Conference on Teaching for Social Justice

This year's topic: "Rethinking Our Classrooms, Organizing for Better Schools"

Keynote Speaker: Enid Lee

October 18<sup>TH</sup>, 2014

Madison High School

2735 NE 82<sup>ND</sup> Ave. Portland, Oregon 97220



## Being Indispensable *by Jenny Gapp*



Being indispensable is the ultimate goal of school librarians. According to the numbers we are an endangered educational species. There were 203 of us in 2011, and 132 at last count in the Oregon State Library's current 2014 QEM analysis. These numbers compared to 818 in the year I was born, 1980.

I recently took advantage of an OASL Scholarship which enrolled me in an ALA eLearning Course called *Being Indispensable: A School Librarian's Guide to Proving Your Value and Keeping Your Job*. Who doesn't want to keep their job? Unless of course you are retiring, need a career change, your young adult novel finally sells, you learn to write code, or you find a letter from Great Aunt Bertha detailing how to find gold bullion in the basement. These are my fantasies anyway. The course was facilitated by Hilda K. Weisburg and based on a short book of a similar name, *Being Indispensable: A School Librarian's Guide to Becoming an Invaluable Leader*, co-authored with Ruth Toor. What follows are my take-aways from the course material and online discussion.

### No Guarantees

The first lesson in being indispensable is that there are no guarantees. We are but small cogs in a greater wheel, albeit squeaky ones. What you can do: Anticipate. Prepare. Act. Don't just wait and see if the new FTE allotment includes you or not. Have a back-up plan. I work as an on-call librarian for Oregon City Public Library, a toehold in a library career transition if needed. I am currently working on adding a reading specialist endorsement to my K-12 Educational Media Certification from TSPC. Keep an ear to the Oregon State Library Jobline: <http://www.oregon.gov/osl/jobs/Jobline.htm>. Sign up for the Libs-OR digest <http://listsmart.osl.state.or.us/mailman/listinfo/lib-or>; and be sure you are a part of the OASL list serve. Know that a reduction in force has been a 30-year trend.

### Develop an Advocacy Program

No one else will advocate for you, but you. Sure-- teachers will say nice things. Sure-- local and national organizations and movements are doing their best to demonstrate the value of school libraries. However, no one knows your specific situation like you do. Do the people in charge of hiring and firing in your district hear what those teachers are saying about you? Do you know who the "power players" in your district are? Your Principal? A Superintendent? The School Board?

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The first part of developing an organization—your library program that you are advocating for—is to have a vision. What is your vision? What do you stand for? Keep it succinct. Develop a theme. Brand yourself. In the course of my interests and experiences I have molded myself into a Ranger Librarian. See [www.rangerlibrarian.com](http://www.rangerlibrarian.com) for context. Use the following examples to guide the development of your own program:

**Develop a Tagline** “Ranger Librarian: Helping you find the way.”

A tagline is the catchy jingle that commercials are so savvy at getting stuck in your head. Nike: *Just Do It*. UPS: *What can Brown do for you?* Keep it five words or less. (I know; mine is seven.)

**Develop a Vision** “Building transliterate thinkers in collaboration with the Peninsula community.”

Other examples: “To provide a free world-class education to anyone anywhere.” (Khan Academy) “We inspire, educate and outfit for a lifetime of outdoor adventure and stewardship.” (REI)

**Develop a Mission** “The Peninsula School Library exists to educate students and staff in the identification, evaluation and use of multimedia materials for their curricular information and personal interests. It develops the attitudes, ethics, and skills to use 21<sup>ST</sup> century resources in all formats to become effective users and creators of information.”

Your mission statement should be 30–40 words and use an active, present voice.

**Develop Core Values** Question. Find. Apply. Enjoy. (option 1)

Engage. Educate. Empower. Enlighten. (option 2)

Inquiry. Literacy. Creativity. (option 3)

Core Values usually include three to five guiding words with an accompanying explanation of how those words fit in with the overall vision. The Smithsonian’s Museum of Natural History has a great site outlining the heart of their program (including core values): <http://naturalhistory.si.edu/about/mission.htm>

**Develop Elevator Speeches** “I help students T.H.I.N.K. I Teach inquiry, Hypothesize which resource is best for which student, and Increase literacy scores by teaching comprehension and critical thinking skills. We Network iCitizens and Knowledge creators for the world of now and the world of tomorrow.”

Elevator speeches are for those moments you don’t have a lot of time to proselytize. You can and should develop several “speeches” catered to administrators, teachers, and parents respectively. I do fairly well with mnemonic devices so I came up with the THINK tool to help me guide answers to questions such as: What does a school librarian do? Shelve books and stuff? Ideally, the person you communicate with is left wanting to know more. The speech may also open a longer (ongoing) dialogue. I should mention that I haven’t tried THINK out on anyone yet. What I have used in conversation before is this:

“You know, I think there is a misconception out there that students are digital natives. Yes, they take risks with swiping and clicking and such, whereas adults are fearful of breaking something. However, students do not intuitively know how to evaluate resources, create versus consume, and gauge truthiness. That’s where I come in...”

Be sure to investigate the vision and values of your district and school. What are the school board’s priorities this year? How can you contribute to that? Once the heart of your program and what you are advocating for comes into focus you can move into the marketing stage. Tell it on your website, your e-mail signature, your letter head, your monthly library newsletter, the school newsletter, and in personalized notes that you include with found resources for the patrons in your learning community.

**Who Will You Target in Your Advocacy Program?**

I will be targeting a new building Principal in my advocacy program this year. Depending on your District’s size and structure you might choose to target a specific teacher or two, a small demographic of students, or a literacy coach. Make it measureable and manageable.

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## What is Your Message?

Your message should involve stories not denials. Just like politicians who are confronted with unexpected questions, we need to stay on message. Know how you will steer the conversation when someone asks, “Do we even need school librarians in the age of the internet?” Do not go on the defensive. Rather, tell a story.

Living in the internet age and consuming information is like eating stone soup from the old folktale. You never know what will pop up from the internet broth. Who posted this carrot website anyway? Do teachers and students know how to sift out the cabbage from the pebbles? Do teachers and students know what they are eating? The learning community is a village that works together to build quality sustenance for the mind. I am an information chef that instructs how to put together the right ingredients. The result of this recipe strengthens the creative impulse in the concoction of wise, original content. For example... \*Here is where you would tell a tale about how one of your students did something brilliant based on a class you taught, story you read, or resource you loaned.

The other parts of your message may be encapsulated in your tagline, mission and vision statements, core values, and elevator speeches. Additionally, what nonverbal messages are you sending? What is your face saying? Smile. Friendly. What does your body say? Relaxed. Open. Dressy casual is the norm for our school, with jeans and school sweatshirts on Fridays. What do the administrators in your district wear? Dress like one. Act like one. You are the administrator of a program. An administrator with many bosses, yes. Would you follow the lead of someone who walks and talks like you?

## Leader, Know Thyself

What are your strengths and weaknesses as a friend? As a communicator? As a leader? View your strengths as opportunities to advance the cause. View your weaknesses as challenges to surmount, or at least improve upon. A leader does not need the title of “director,” or “manager.” A leader is the go-to individual who has the answers, or who can be depended upon to find out. Are you dependable? Trustworthy? How is your follow through?

Balancing all the roles of a school librarian and meeting all the needs of a diverse school learning community—all while under pressure of losing your job—equals stress. Maintaining integrity, poise, and your sense of humor can be difficult on the worst days. Stay strong, dear friends. Look for the positive. Smile more. Be persistent and ever diligent. Take a risk, and accept the failure if it doesn’t work out. Try again. When you succeed, share the limelight with all involved—especially the power players. Know your stuff. Keep current with the trends. Anticipate change—and how you deal with it. Create your ideal professional environment by populating it with allies. Refrain from gossip about those that are not. These people need to hear your message the most. They are future allies to recruit. As Toor and Weisburg say, “Good leaders work harder than anyone else.”

Be empathetic. Don’t take things personally. Subdue your ego. Handle criticism gracefully and humbly. Own, embrace, and learn from your mistakes. Keep your passion for the business at the forefront. One of the iterations of Batwoman, or Batgirl, is Dr. Barbara Gordon, Ph.D. With a doctorate in library science and as the head of Gotham City Public Library, she joins the ranks of superheroes in fiction. We can read this several ways. You are not a superhero. Delegate. Conversely, all superheroes are flawed, but not fatally so. Some even come back from the dead. Take inspiration.

## How Will You Implement Your Big Audacious Goal (BAG)?

My BAG is to develop a personal relationship with my brand new Principal and make myself indispensable to her—the impetus for my decision to take the ALA eLearning course. My Principal is the power-player in our District and makes the decision about how to use FTE and whether a certified Teacher-Librarian is a part of that scene.

Your ultimate BAG is to be indispensable. How you work toward that will involve analyzing, planning for and approaching multiple stakeholders. The primary stakeholder groups in your learning community are your administrators (principals, school board, superintendent, department heads), community members (public librarians, business owners, neighborhood organizations), teachers, and students. Each of these groups wants something slightly different. All of them want professional, friendly customer service. While it is possible to juggle the needs of these

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stakeholders in a single year it is important to break them down in a long-term advocacy plan. While that feeling of treading water never seems to go away, you at least want to avoid the symptoms of an active drowning. Flailing of the arms is never a good sign. Set goals month-by-month, maybe spanning several months, some might be woven throughout the year. Do what doesn't cause you to flail. A few examples:

Goal 1: Discover and fill a niche indispensable to the new Principal.

*Action Step* Inquire whether the Principal prefers scheduled meetings, or if dropping in is okay. Submit reports on a quarterly or bi-yearly basis with visual snippets of successes with the school library program (SLP) and greater learning community. Consider monthly mini reports in person or in writing as the Principal's preference dictates. Tally types of patron service, books circulated, grants awarded, teacher collaborations, professional development and meetings attended, articles and reviews written, special events, and student anecdotes that speak to the vision you have developed for the SLP.

*Tools* [www.smores.com/](http://www.smores.com/) Create a report, flyer style, insert infographics, and pictures of library users.

*Timeline* 2014–15 school year

Goal 2: Collaborate with two teachers on a unit that relates to one of “the elements” (earth, wind, fire, water).

*Action Step* Solicit major units covered from two teachers. Provide suggested resources, offer research time in library as schedule allows. Display project process and results in hallway and on website, in school newsletter, and in a 5 min. blurb at a staff meeting.

\*Note: in my most recent conversation with the Principal about the schedule for next year, it is my impression that collaborative research between the SLP and classrooms is important to her--especially research that appropriately integrates technology.

*Timeline* January–March, or when unit is taught.

## Summary

While the overarching pursuit is to be indispensable, we know this is not always possible.

Plan for stress, it's inevitable, so know how to manage it, perhaps even avoid it at times. Set bite-sized goals in pursuit of larger ones. Anticipate. Prepare. Act. Don't “wait and see.” Continue your involvement (or get involved!) in state (OASL/OLA) and local leadership. Have you ever been to your building's PTA meeting? The “T” in PTA stands for Teacher, as in Teacher-Librarian. That's you! I am embarrassed to say that I had never been to a PTA meeting before last May...when I accepted a position as PTA Secretary for the next two years! Oh boy. I'll be attending meetings now for sure. When it comes to it, being indispensable means you have a strategic plan. Make lists and prioritize. Be realistic. Have a fall-back position. Keep serving with a smile.

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*Being Indispensable: A School Librarian's Guide to Becoming an Invaluable Leader*

Available for purchase here - <http://amzn.com/0838910653>

*Jenny Gapp has spent 10 years as a Teacher Librarian in Oregon. “Ms. Gapp” returns for an 11<sup>TH</sup> at Peninsula K8 in North Portland. She moonlights at Oregon City Public Library, where she's recently been contributing to the “Reading Relit” Program. A known dabbler in State and National Park business, she often refers to herself as a Ranger Librarian. Gapp also serves on the OCTE (Oregon Council of Teachers of English) Board as Webmaster. OCTE will receive the National Affiliate Website Award in November 2014 at the NCTE National Convention. Gapp strives daily to be “indispensable.” [www.rangerlibrarian.com](http://www.rangerlibrarian.com)*



## OASL Awards

This year, our awards presentation will be held before the Angela Johnson author event on October 18<sup>TH</sup>. Nominations for teaching and paraprofessional awards were drawn from administrators and, for the first time, from our membership, which really enriched the pool of candidates. An awards committee chose the winners during the summer OASL Board retreat in July. These awards are:

### Secondary Library Media Specialist

This year's winner is Stuart Levy, Inza Wood Middle School.

### District Librarian of the Year

This year's winner is Susan Stone, Portland Public Schools.

These teaching awards are given to school librarians who demonstrate exceptional performance as a teacher, an instructional consultant, and information specialist and a leader.

No award was given this year for Elementary Library Media Specialist.

### Library Paraprofessional of the Year

This year's winner is Beverly Minarich, Pine Eagle Charter School.

This award is given to a library paraprofessional or library assistant who demonstrates exceptional performance.

### The Distinguished Library Service Award for School Administrators

This year's winner is Dawn Rae Granger, Superintendent, Coos Bay Schools.

This award is given to an administrator who supports exemplary school library media programs and has made an outstanding and sustained contribution to advancing the role of the school library media center. Nominations for this award come from OASL members.

### **Congratulations to the 2014 Award Winners!**

Please keep 2015 in mind, and don't hesitate to nominate a talented colleague when the request comes next spring.

*Grace Butler is the OASL Awards Chair and can be reached at [grc.btlr@gmail.com](mailto:grc.btlr@gmail.com)*



## OASL Scholarships

OASL offers two annual academic scholarships for its members. A scholarship of \$800 in honor of Joyce Petrie is offered to undergraduate students working toward an educational media endorsement or individuals studying at the graduate level in the fields of educational media/instructional technology.

A scholarship for \$2000 in memory of Norma Zabel is offered to qualified graduate students. The scholarship grants may be used to assist the recipients to further their education in a summer session or academic year of study at any accredited college or university.

OASL would like to congratulate the 2014 scholarship recipients.



Laura Schick received the Norma Zabel Scholarship. Laura Schick is an assistant librarian at Jesuit High School in Portland. She is pursuing TSPC licensure through studies at George Fox University. Laura strives to reach her students through the use of technology and works collaboratively with colleagues both in her school and in the wider professional community.



Carol Bailey received the Joyce Petrie Scholarship. Carol is the only certified library media specialist in the Eagle Point School District in southern Oregon. She is pursuing her master's degree through Montana State University and strives to be an effective leader in her district. Carol is an advocate for strong library programs in each school in her district.

## Updates on OASL Ad Hoc Committees

**HB 2586** Sponsored by Representative Buckley et.al. (2009) passed into law a new element in the Continuous Improvement Plans, whereby school districts shall identify goals toward implementing a “strong school library program”.  
<http://www.olaweb.org/oasl-hb-2586-and-continuous-improvement-planning>

**OSLIBS 2012 LSTA Committee:** Chair: Susan Stone; Linda Bilyeu; Peggy Christensen; Linda Fukasawa; Kathryn Harmon; Shelby Linn; Amy Richards; Hazel Smith; and, Kate Weber.

A committee of public and private school teacher-librarians/media specialists from around the state identified four instructional areas necessary for a robust library program: Information Literacy; Reading Engagement; Social Responsibility and Technology Integration.

Approved by OASL in Spring 2012. Library Standards Committee created in Spring 2013. OSLIBS committee: Chair: Peggy Christensen; Linda Bilyeu; Kathryn Harmon; Becky Kleinhesselink; Lynn Lary; Shelby Linn; Laurie Nordahl; Eila Overcash; Amy Richards; and Amy Wilde

2013 GOAL: Get OSLIBS endorsed by ODE

**eCIP** People in conversation with ODE – Jen Mauer; Ruth Murray. (2009)

Ruth Murray and Jen Maurer have been on the eCIP Advisory Group ever since HB2586 passed. They are there to shepherd the “strong school library” portion but have contributed to the greater process as a whole.

Over the last 3 years, the quantity of indicators has gone from 4 indicators to 2 indicators that will demonstrate a “strong school library.” ODE is trying to keep the total number of indicators relatively low so that filling out the CIP is not such an onerous task for districts.

Although not final, the school library indicator in the CIP so far: The district provides students and staff in each school with equitable access to a comprehensive program, including a strong library and digital literacy programs that address information literacy, research proficiencies, and the use of technology for teaching and learning.

The ad hoc OASL group is hoping that this version will be accepted: The district provides students and staff in each school with equitable access to a comprehensive library and educational technology program that delivers instruction in information literacy and research proficiencies, promotes reading engagement, and advances the use of technology for teaching and learning

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**November 2013 Ad hoc Committee,  
Classified & Certified Library Staff**

Lead: Kate Weber; Catherine Sergeant; Erin Fitzpatrick-Bjorn; Jenny Takeda; Linda Fukasawa; Lynn Larry; Jen Mauer; Nancy Sullivan; Peggy Christensen; Stephanie Thomas; Stephen Cox; Susan Stone; Jim Tindall.

**Action:** Nov 15, 2013, Via conference call 9 people from above list looked at a sample prototype of a Job Description for a Licensed School Librarian. They began making their way through the document, adding, and modifying/deleting language. The goal is to create a document that could serve as a guide for (or adopted by) school districts. A similar process will be applied to the creation of a document for Classified Library clerks.

**HB 290, People in conversation. October 2013**

Lead: Kathryn Harmon; Jen Mauer, Dana Berglund; Miranda Doyle; Stephanie Thomas; Laurie Nordahl; Ayn Frazee; Kelly Kunz; Margie Lawler; Peggy Christensen.

**Action:** Nov 7, 2013 Jen Mauer met with Theresa Richards, Director of Teacher Effectiveness at ODE. Jen voiced school librarians' concerns about the teacher evaluation process dictated by SB 290. Foremost is the requirement for Librarians to set two annual goals around student learning and growth when they have little control over how often they see the students and when many of the suggested measures don't fit.

Theresa suggested school librarians identify the greatest needs in their school—where do I want to make the greatest impact—then the librarian could track the progress across a specific grade level. For example, if there's a focus on information literacy, you could choose 5<sup>TH</sup> graders and collect pre- and post-tests that point to the students having learned info lit skills from a sample of lessons you taught over the year—like about keyword searching.

Theresa wants to hear thoughts/concerns regarding process. [theresa.richards@state.or.us](mailto:theresa.richards@state.or.us)

**Intellectual Freedom** *by Leigh Morlock*

In January of this year, parents and community members in the Sweet Home School District challenged Sherman Alexie's *Absolutely True Diary of a Part-time Indian*, read as part of the eighth grade language arts curriculum. The eighth grade language arts teachers required students to submit permission slips; 13 parents requested alternative assignments and of those 13, two (in addition to three community members that did not have students in the class) brought a formal complaint to the school board because the novel contains "profanity, recounting of racist slurs and sexual imagery." In response to the challenge, the American Association of

School Libraries, the Oregon American Civil Liberties Union, the National Coalition Against Censorship, and the Oregon Association of School Libraries all wrote to the Reconsideration of Instructional Materials committee supporting the academic value of the novel and fighting against censorship. I am happy to report the committee agreed to retain the novel, although the district superintendent will determine the appropriate grade level for its use.

Below is a reprint of the letter I sent to the Sweet Home School District on behalf of OASL.

*Intellectual Freedom Chair Leigh Morlock teaches in the Beaverton School District's Community School. You can reach her at [lamorlock@hotmail.com](mailto:lamorlock@hotmail.com).*

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February 9, 2014

Superintendent Don J. Schrader  
Members of the Reconsideration Committee  
Sweet Home School District  
1920 Long Street  
Sweet Home, OR 97386

Dear Superintendent Schrader and Members of the Reconsideration Committee:

I am writing on behalf of the Oregon Association of School Libraries. As the Intellectual Freedom board chair, I was concerned to hear that the novel *Absolutely True Diary of a Part-Time Indian* by Sherman Alexie is being challenged by a small group of Sweet Home School District parents. As a teacher, librarian, and advocate for Intellectual Freedom, I urge you to retain this novel as part of the eighth-grade language arts curriculum.

The Oregon ACLU has pointed out that removing this book would violate the First Amendment of the United States Constitution and Article 1 Section 8 of the Oregon Constitution. It is because freedom of speech is a powerful contributor to new ideas that both the United States and Oregon have incorporated these foundational truths into our constitutions. And it is our duty as educators to shepherd young people through this world of uncertainty, not by preventing their access to information, but rather by guiding them through it.

Media outlets have reported that Sweet Home School District parents want the novel removed from the curriculum because of “language and depictions of violence and sexuality.” By “language,” I believe the Sweet Home School District parents mean profanity. But for writers like Alexie, what would be truly profane is not giving a voice to victims of violence, silencing those who have a story worth telling, or covering the truth with a disingenuous sheen.

Truth is messy. There is the way we would like the world to be and then the way it actually is. But just because the truth is messy doesn't mean we should shame it, silence it, or cover it up. Fellow young adult author Chris Crutcher says, “...one of the most important things when writing fiction is to look around and find things that are the truth, and to tell them as real as you can.” This is exactly what Sherman Alexie does in *Absolutely True Diary of a Part-Time Indian*. He writes the novel that he no doubt wishes had been available to him when he was a young adult.

Economist John Kenneth Galbraith says, “We associate truth with convenience. With what most closely accords with self-interest and personal well-being or promises best to avoid awkward effort of unwelcome dislocation of life.” This is what censorship does with truth. It twists it for convenience or to avoid awkwardness. Censorship makes the assumption that what is true for one must be true for all.

Teenagers need to see themselves reflected in the books they read. The need to see that they do, in fact, exist. That they are recognized. That they matter. If students can't see themselves reflected in the books they read, they hear the message that their experiences, their lives, don't matter. When kids do see themselves reflected in literature, that recognition can be a transformative experience. Literature has the power to validate a teenager's experiences—especially if that teenager is socially or politically marginalized and is not routinely validated as part of the dominant culture. The truth is that racism, violence, abuse, and sex happen even if we don't want to think about it. Even if it isn't convenient.

Lastly, I would like to praise these concerned parents. I wholeheartedly believe good parents act as a filter between their children and the world. As educators, though, we must protect the more global rights of all to the free and uncensored access to information, including life-affirming works of literature.

Please help us protect our rights by keeping Sherman Alexie's *Absolutely True Diary of a Part-Time Indian* in the curriculum.

Best regards,

*Leigh Morlock*

Leigh Morlock

OASL Intellectual Freedom Chair



## 2015 ORCA Titles

It's not too early to start reading books for the 2015 Oregon Reader's Choice Award, to be voted on in May. Several titles overlap between ORCA and OBOB. Consult <http://oregonreaderschoiceaward.wordpress.com/> for more information.

Here's the list of great books for the upcoming year:

### Upper Elementary

*The One and Only Ivan* by Katherine Applegate

*Chomp* by Carl Hiaasen

*Starry River of the Sky* by Grace Lin

*Summer of the Gypsy Moths* by Sara Pennypacker

*Splendors and Glooms* by Laura Amy Schlitz

*Who Could That Be at This Hour?* by Lemony Snicket

*Cardboard* by Doug TenNapel

*Three Times Lucky* by Sheila Turnage

### Middle School

*Storybound* by Marissa Burt

*Titanic: Voices from the Disaster* by Deborah Hopkinson

*Ungifted* by Gordon Korman

*The Lions of Little Rock* by Kristin Levine

*Keeper of the Lost Cities* by Shannon Messenger

*Colin Fischer* by Ashley Edward Miller and Zack Stentz

*The False Prince* by Jennifer A. Nielsen

*Beyond Courage* by Doreen Rappaport

### High School

*The Fault in Our Stars* by John Green

*Seraphina* by Rachel Hartman

*Cinder* by Marissa Meyer

*Dodger* by Terry Pratchett

*Aristotle and Dante Discover the Secrets of the Universe* by Benjamin Alire Saenz

*Endangered* by Eliot Schrefer

*Mr. Penumbra's 24-Hour Bookstore* by Robin Sloan

*Code Name Verity* by Elizabeth Wein





The Oregon Battle of the Books, OBOB, is a statewide voluntary reading motivation and comprehension program sponsored by the Oregon Association of School Libraries in conjunction with a Library Services and Technology Act grant. Students in 3<sup>RD</sup>–12<sup>TH</sup> grade, regardless of ability, are exposed to quality literature representing a variety of literary styles and viewpoints. The mission is to encourage and recognize students who enjoy reading, to broaden reading interests, to increase reading comprehension, promote academic excellence, and to promote cooperative learning and teamwork among students. 2014–15 registration will open on September 1 and run until November 1. The Registration fee is \$50 per school registered. Grant applications will be accepted from September 1 until October 15. This is a Needs Based grant and only schools that have not recently received a grant will be eligible to receive a grant this year. Go to [oboblsta.pbworks.com](http://oboblsta.pbworks.com) to register! As of this publication, the OBOB team was still looking for a few Regional managers. Contact Elke Bruton at [oboblsta@gmail.com](mailto:oboblsta@gmail.com) if you would like to get more involved with Regionals!



## AASL Affiliate Assembly *by Nancy Sullivan*



As you know, OASL is an affiliate organization of AASL (American Association of School Librarians). The Affiliate Assembly is the bi-yearly gathering of appointed Delegates from these affiliated organizations and is led by the Affiliate Assembly Executive Committee. I attended the Assembly as OASL's representative at the ALA 2014 Annual Conference in Las Vegas in June and I'd like to share some of the work AASL is doing on behalf of school libraries at the national level. While some concerns are put forth by specific states, we can see how some issues cross regional divides. Here are a few highlights of concerns and actions requested that were put forth from states to inform the work of the organization:

**State Concern:** School library positions are going unfilled without dynamic, qualified, certified candidates for the available positions.

**Action (if any) taken by Affiliate Organization:** The Massachusetts and Connecticut organizations are developing evaluation tools for school librarians. Their Ning ([ctcasl.ning.com](http://ctcasl.ning.com)) directs viewers to the AASL school librarian job description, standards and guidelines. All of the New England school library associations provide or link to professional development for school librarians to improve their skills. Some offer professional development for support staff as well. All of the New England school library associations recognize good practice in their award programs.

**Action Requested of AASL:** We would like AASL to develop a media recruitment campaign to identify and encourage appropriate candidates. This should include skills, interest inventory and highlight some exemplary practitioners.

**State Concern:** The message of the value of school library programs is not reaching the parents, who are valuable stakeholders.

**Action (if any) taken by Affiliate Organization:** Reviewed the content and the presentation of the Parent Advocate Toolkit and found it:

- Needs to be updated
- Needs to be reflect of current school library programs
- Needs to be conducive to current practices of communication

**Action Requested of AASL:** Review and update the content of the Parent Advocate Toolkit. Identify and use delivery methods including social media, infographics, and branding that correlate to parents' information seeking behavior. Develop an action plan for disseminating it.

**State Concern:** In recent weeks, the topic of public libraries managing school libraries has been discussed in various online social media sites. This evolving practice seems to be increasing in its occurrence with Ohio, Pennsylvania and New Jersey being states where this is happening. When looking at the goals of AASL, it does not seem that public libraries would be able to focus on helping students and schools meet their educational needs. On the other hand, school libraries staffed by certified school librarians who have been trained in educational theory and practice are able to work cooperatively with students and staff to meet achievement goals. School library positions across the nation are continually being cut and many school libraries are being closed. This step that some states and cities seem to be taking is another piece toward eroding the importance of school libraries that are staffed with quality school librarians.

**Action (if any) taken by Affiliate Organization:** Since this issue has just recently appeared on discussion lists, no action has been taken in Missouri. Kansas Library Association however has written a white paper whose purpose is to clarify the differences between the two types of libraries. Currently Missouri has not been affected by public libraries managing school libraries. We can, however, see this as an issue that might occur in the future and would like direction from AASL.

*continued...*

**Action Requested of AASL:** Would like AASL to develop a position paper affirming the importance school and public libraries play in the lives of children. Yet, within the positive relationships these two types of libraries have, there are inherent aspects of their jobs that are different. Therefore, we would like the following points to be included:

- State the unique differences between school and public library programs
- Indicate the differences between the mission of school and public library programs
- List the differing requirements for preparation to become school or public librarians
- Compliment the respective programs for their positive influence on students and their developing reading skills
- Emphasize the positive influence school librarians and their programs have on student achievement
- Discuss the discrepancy patrons have in their ease of access to resources and services between the two types of libraries
- Emphasize the higher level of support school librarians give in regard to educational and curricular standards
- Discuss the differing levels of knowledge school and public librarians have concerning the specific needs and services their patrons require
- Reach out to PLA, YALSA, ALSC and other groups for support

**State Concern:** With the advent of the Race to the Top Grants and waivers from NCLB, states have been mandated to have teacher evaluations tied to student progress. Librarians in many school districts are being evaluated on either a teacher rubric or “other personnel” rubric. Many states have mandated that a certain percentage (40-50%) of librarians’ evaluations to be based on student academic progress or district determined measures (DDMs). Demonstrating this progress has been confusing to many librarians across the country.

**Action (if any) taken by Affiliate Organization:** The Virginia conference will address assessments and portfolio development. The Summer Professional Day will be about Portfolio Development for summative evaluations. Tennessee had a pre-conference session on this topic in 2013. In Kentucky, the state has decided to use AASL standards based on Danielson to pilot in 2014–15 for librarians.

**Action Requested of AASL:**

1. Update the Performance Evaluation of the School Librarian on the Essential Links page. Websites to include are:
  - CT: [ctcasl.ning.com](http://ctcasl.ning.com)
  - NYC: <http://schools.nyc.gov/Academics/LibraryServices/default.htm>
  - PA: <http://www.psla.org/professional-development/teacher-effectiveness/>
  - MA: <http://maschoolibraries.org/content/blogcategory/0/40/>
2. A white paper on exemplars for school librarian evaluation tool made available from CT
3. A toolkit for ideas on evidence used to demonstrate student growth should be developed. CT is working on one now.

It is heartening to know that AASL is working on the issues that we see affecting us here in Oregon and in other states. They have a mechanism for hearing from us and implementing actions that we suggest. If you ever want to know more about what is happening at Affiliate Assembly feel free to view the conversation at ALA Connect > Committees > AASL Affiliate Assembly.

*Nancy Sullivan is the 2014–2015 OASL Immediate Past President and the teacher-librarian at Madison High School in Portland, OR. Email is the best way to reach her: [nsullivan.pdx@gmail.com](mailto:nsullivan.pdx@gmail.com).*



*continued...*

May 22, 2014

Dear Superintendent:

School library programs must now be accounted for in a district's Continuous Improvement Plan. The library community has worked with the Oregon Department of Education (ODE) to develop and adopt school library indicators. We also offer resources that can be helpful for districts building a strong school library program.

For some background, when HB2586 became law in January 2010, it amended Oregon Revised Statutes (ORS) 327.297 and 329.095. As a result, districts must account for "strong school library programs" in the Continuous Improvement Plan (CIP) submitted to the Oregon Department of Education. As of December 2013, the State Board of Education approved updates to the related OAR, 581-022-0606, and the school library addition is now reflected in it. Look for sections (1)(l) and (7)(j).

These are the two school library indicators to respond to in the CIP:

- DTL5.5  
The district provides all students and staff in each school with equitable access to a comprehensive library program which provides instruction in information literacy and research proficiencies, promotes integration of digital learning resources, advances reading engagement, and creates collaborative learning opportunities with teachers.
- DTL5.6  
The district ensures that all students and staff in each school have equitable access to a professionally-developed and well-managed school library collection of current and diverse print and electronic resources that supports teaching and learning, college and career readiness, and reading engagement.

ODE's *Resources and Research for Oregon's District Improvement Indicators* offers supporting information for each indicator in the CIP, and the school library indicators are addressed on pages 95–98. The following recommendation is on page 98:

*As districts are coming out of the recession and seeing an increase in funding from multiple sources, district policies and practices on staffing of school libraries should be reviewed. Many districts have moved away from certified staff in libraries and have hired paraprofessionals to staff libraries full or part-time. The evidence is clear that district policy and hiring practice should favor placing a full-time, certified school librarian in each school library.*

As you respond to the school library indicators and consider your district's school library program, members of the Oregon Library Association (OLA) and the Oregon Association of School Libraries (OASL) are ready to answer questions and point you to resources. OASL has developed a useful webpage on Strong School Library Programs (<http://bit.ly/1hbxpOm>). Primary considerations that can make the greatest impact for students include staffing at appropriate levels of expertise and adequate resources funding. Please contact your district's licensed school librarians for more assistance in addressing the school library portion of your district CIP. Jennifer Maurer ([jennifer.maurer@state.or.us](mailto:jennifer.maurer@state.or.us)), School Library Consultant at the State Library, and your local college and public libraries are also knowledgeable and can serve as helpful contacts. The library community cares about your students and assisting you with the critical task of making them information literate.

Respectfully,



Nancy Sullivan  
OASL President, 2013–14  
[president@oasl.olaweb.org](mailto:president@oasl.olaweb.org)



Penny Hummel  
OLA President, 2013–14  
[phummel.ola@gmail.com](mailto:phummel.ola@gmail.com)

OASL's Strong School Library  
Programs webpage:





OASL is involved in a number of advocacy efforts with organizations around the state for the benefit of school libraries and kids. There have been emails going out from Jennifer Maurer, our Oregon State Library School Library consultant, letters of support from our parent organization, OLA, and social media advocacy through our OASL Facebook page. This is a collection of current advocacy work, and related advocacy documents around school libraries, curated for your knowledge.

Jenny Takeda's (of Beaverton Public Schools) Diigo List of School Library Advocacy Resources:  
<https://www.diigo.com/list/jennytakeda/Strong-School-Libraries>

Shelby Linn's (of Bend Public Schools) list:

<http://www.cde.ca.gov/ci/ct/lb/research.asp>

<http://keithcurrylance.com/school-library-impact-studies/>

<http://www.lrs.org/data-tools/school-libraries/impact-studies/>

[http://www.slj.com/2013/03/research/librarian-required-a-new-study-shows-that-a-full-time-school-librarian-makes-a-critical-difference-in-boosting-student-achievement/#\\_](http://www.slj.com/2013/03/research/librarian-required-a-new-study-shows-that-a-full-time-school-librarian-makes-a-critical-difference-in-boosting-student-achievement/#_)

[http://www.nysl.nysed.gov/libdev/nyla/nycc\\_school\\_library\\_brief.pdf](http://www.nysl.nysed.gov/libdev/nyla/nycc_school_library_brief.pdf)

Jennifer Maurer's (of the State Library) list:

How Parents Can Advocate for Quality School Library Programs, a new document from the Pennsylvania School Librarians Association

<http://lgdata.s3-website-us-east-1.amazonaws.com/docs/2788/733247/HowParentscanbeAdvocates-Handout.pdf>

"Standing Up for School Libraries: Trusted Resource Under Siege by Budget Cuts, Testing Restraints" in April/May 2014 edition of Our Children, the national PTA magazine

[http://www.ptaourchildren.org/ourchildren/april\\_may\\_2014#pg26](http://www.ptaourchildren.org/ourchildren/april_may_2014#pg26)

"Tech Project Changed How We View Our Librarians: School Librarians and Media Specialists are Vital Part of Team Leading Digital Transformation" posted in District Administration in mid-May 2014

<http://www.districtadministration.com/article/tech-project-changed-how-we-view-our-librarians>

Principals Know: School Librarians are the Heart of the School

<http://blogs.slj.com/neverendingsearch/2014/04/05/principals-know-school-librarians-are-the-heart-of-the-school/>

"Colorado Administrator Forges New Path for School Librarians" posted in Education Week on March 5, 2014

<http://www.edweek.org/ew/articles/2014/03/05/23tlf-bowline.h33.html>

Dr. Stephen Krashen speaking in defense of libraries at the Los Angeles Unified School District board meeting in February 2014 <http://www.youtube.com/watch?v=JAui0OGfHQY>

Candice Watkins's (of Clatsop CC, Astoria) audio advocacy project on coast radio:

<http://lrc.clatsopcc.edu/content/libraries-i-believe>

OASL and OLA joint press release: Research Supports School Librarians' Impact on Student Learning

<https://drive.google.com/file/d/0Bzp2jRgcsoulTktfTIRZUFVWZGtIMWRkVfBuQmlpbHFmMEpNedit?usp=sharing>

Oregon School Library Standards Document for Administrators:

<https://drive.google.com/file/d/0Bzp2jRgcsouIYkZHXzIkeXA5cWU1NkVoYUt1a2VoaUJsN2s4/edit?usp=sharing>

OASL's Letter to Superintendents

<https://drive.google.com/file/d/0Bzp2jRgcsouIYkZHXzIkeXA5cWU1NkVoYUt1a2VoaUJsN2s4/edit?usp=sharing>

*continued...*

June 05, 2014

### **Research Supports School Librarians' Impact on Student Learning**

Changes in Oregon law and other trends point to the necessity of licensed school librarians and their positive impact on student learning. The passage of the Strong School Libraries Act, or Oregon House Bill 2586, means that school districts are required to account for “strong school library programs” in the continuous improvement plans (CIP) that they must submit to the Oregon Department of Education (ODE). A school district must show in its plan that it provides all students and staff in each school equitable access to:

- A comprehensive library program which provides instruction in information literacy and research proficiencies, promotes integration of digital learning resources, advances reading engagement, and creates collaborative learning opportunities with teachers.
- A professionally-developed and well-managed school library collection of current and diverse print and electronic resources that supports teaching and learning, college and career readiness, and reading engagement.

Licensed school librarians, sometimes referred to as library media specialists or teacher librarians, positively impact student reading, writing, and information literacy skills in K–12 education. Yet, their numbers have dropped at an alarming rate.

Data collected by the Oregon State Library in Salem show that the number of licensed school librarians in Oregon has dropped from 818 full-time equivalent in 1980 to only 144 in 2013. That is an 82% decrease. Conversely, the number of students per librarian has increased significantly. In 1980 there was one librarian per 547 students compared with almost 4,000 students per librarian in 2013. As a result, some students may never come in contact with a licensed school librarian during their K–12 years.

The sizeable drop in numbers runs counter to the impact of school librarians on learning. Numerous impact studies point to increased reading and writing test scores when a full-time licensed librarian is employed in schools. A 2012 report entitled *Creating 21<sup>st</sup> Century Learners: A Report on Pennsylvania's Schools* found that both reading and writing test scores increase significantly when a full-time licensed librarian is employed at a school. Furthermore, students at a school with a fulltime licensed librarian are nearly three times as likely to score an advanced score on the state's standardized writing test. An Oregon study, *Good Schools Have School Librarians*, found that if staffing, collections, and funding of library media programs grow, reading scores rise.

As school districts recover from lean budget years, they will need to respond to the Strong School Libraries Act by strengthening their school library programs. In response to the need for more instructional support with the new Common Core Standards, some districts in Oregon are currently bringing back school librarian positions. Medford School District in southern Oregon recently posted three job openings for licensed school librarians. More positive changes like this one are needed in all areas of our state.

Ultimately, this issue has to be addressed locally. Community members and parents can play a role in this trend by working with school districts to raise awareness of the importance of strong school libraries. Specifically, they can ask questions about the staffing and programming in their child's school library. For example, are the students in your neighborhood school served by a licensed school librarian? What information literacy and research instruction is your child receiving? Ask to review your school district's response to the CIP. Does the library section match the program you know exists?

For more information about how you can get involved, contact Nancy Sullivan, Oregon Association of School Libraries President, at [president@oasl.olaweb.org](mailto:president@oasl.olaweb.org) or Penny Hummel, Oregon Library Association President, at [phummel.ola@gmail.com](mailto:phummel.ola@gmail.com), or consult the OASL webpage on this topic (<http://bit.ly/1hbxpOm>).



## Oregon School Library Standards

### **Who, what, when, where, why**

The Oregon School Library Standards were written by professionals. Teacher-librarians from across the state wrote the standards so that Oregon students in grades K-12 could receive quality and consistent library instruction.

### **Who, what, when, where, why**

Four strands – information literacy, reading engagement, social engagement and technology integration – contain the standards and indicators that define what quality library instruction should include. These standards are endorsed by the Oregon Association of School Libraries.

### **Who, what, when, where, why**

The standards have been available online for two years. Like standards for instruction in other disciplines and electives, these for the library reflect, define, and guide a strong library program.

### **Who, what, when, where, why**

The Oregon School Library Standards should not only be expected of a library curriculum, they can provide the opportunity for holistic instruction in partnership with classroom teachers. This collaborative instruction extends both teaching and learning beyond the walls of the library and the school.

### **Who, what, when, where, why**

A standards-driven quality library program paired with a standards-driven quality classroom program makes for a robust, versatile learning experience. The teacher-librarian has the expertise and the knowledge to engage students in reading, lead students and teachers as they embrace instructional technologies, and provide guidance for students navigating the digital world.

Find the Oregon School Library Standards at <http://www.olaweb.org/oasl>

Questions? Contact Kate Weber, OASL Standards Committee, [kweber@lesd.k12.or.us](mailto:kweber@lesd.k12.or.us)



## Call for Guest Editor!

Do you have an idea or theme that you're passionate about? Would you like to get more involved with OASL? Would you like to get to know the fabulous volunteers at Interchange just a little bit better? If you answered 'yes' to any of those questions, then you should email [interchange@oasl.olaweb.org](mailto:interchange@oasl.olaweb.org) and tell us you want to be our next Guest Editor!!

## Call for Submissions!

Each quarter, we're on the lookout for new collaboration ideas, inspiring stories, educational material, advocacy opportunities, and technology tie-ins to add to the wealth of knowledge offered in the Interchange. We welcome your submissions—practical or lofty, amusing or scholarly, touching or list-y. Look for an announcement on the listserv on the definitive theme for the next issue, but please consider writing an article about something you have observed, done, or thought. Send it to [interchange@oasl.olaweb.org](mailto:interchange@oasl.olaweb.org).



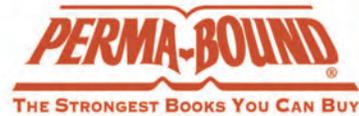
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Oregon Association of School Libraries

(OREGON EDUCATIONAL MEDIA ASSOCIATION)

860 South Clematis Rd., West Linn, OR 97068

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[interchange@oasl.olaweb.org](mailto:interchange@oasl.olaweb.org)

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