AASL Board of Directors
Annual Meeting 2005
Chicago, IL
June 23 – 29, 2005

Agenda
Board I & II

There will be a ten-minute forum for members that will be recorded in the minutes. Each speaker who requested time in advance of the meeting will have three-minutes to address the President as Chair.

A.   Consent/Information Only

B.   Discussion/Decision

C. Exploration

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*   No Document
**   Receive on site

The mission of the American Association of School Librarians (AASL) is to advocate excellence, facilitate change, and develop leaders in the school library media field.

AASL Board of Directors
Ground Rules
2005-2006

I. <u>Context</u>　　Constitution and Bylaws, Article VII, Section 2 "The AASL Board of Directors shall set annually the AASL priorities, goals and budget."

II. <u>Implications</u>

1. The Board builds trust with open, honest communication.

2. The Board develops a knowledge based operational philosophy by conducting a style of decision making that emphasizes informed intuition and employs dialogue before deliberation.

3. The Board sets a budget to enable implementation of the mission.

III. <u>Ground Rules</u>

AGENDA

1. We will direct requests for agenda items to the President, who will set the agenda in consultation with the Executive Director and the Executive Committee.

2. We will make greater use of the consent agenda for information, consensus and non-controversial items.

3. We will focus on intended outcomes rather than specific details of achievement; we will not engage in undue "wordsmithing."

4. We will have a ten-minute open forum for members before each meeting that will be recorded in the minutes. Each speaker will have three-minutes to address the President as chair of the meeting. Requests to address the Chair must be made in advance of the meeting.

PROCEDURES

1. We will attend all Board meetings.

2. We will arrive on time and honor stated finishing times.

3. We will address questions to the chair who may direct the question to another board or staff member.

4. We direct the chair to conclude each item with a consensus statement and intended action for confirmation.

RIGHTS & RESPONSIBILITIES

1. We will request clarification and additional information for consent agenda items in advance of the meeting from a named contact for the item.

2. We reserve the individual right to pull any item from the consent agenda for discussion.

3. We will arrive informed and prepared or so inform the chair before the beginning of the meeting.

4. We will take the initiative to ask questions and pose solutions.

5. We will make no assumption of motivation or "hidden agenda" on the part of a colleague.

6. We acknowledge the responsibility, and accountability to us, of the Executive Committee and Executive Director for policy implementation and goal attainment.

7. We acknowledge silence is consent.

8. We will discuss ideas and issues without taking things personally.

9. We understand that it is the responsibility of each Board Member to attend the Annual Membership Meeting, advising the President if you will be absent.

10. We will be liaisons to at least one AASL committee and assume responsibility for attending the AASL All-committee meeting as well as assume responsibility for regular two-way communication between meetings, thus assuring committees attain their goals.

11. We will be willing to compromise.

12. We will keep the best interest of the association in mind.

IV. Necessary Support for Implementation

1. An annual orientation will be held for new Board members.

2. A list of association and affiliate leaders, with contact information and regular update will be provided.

3. An outline of the AASL structure will be provided.

4. An outline of staff responsibilities and contact information will be provided.

5. The agenda and supporting documentation for each meeting will be available electronically at least ten days in advance of the first board session. If requested, paper documents will be mailed.

6. Regular and sustained communication will be achieved through the appropriate electronic discussion lists and through mail.

AASL Board of Directors

2005 ALA Midwinter Conference
Boston, MA
January 14, 2005

AASL Strategic Planning Session

The following people attended the AASL Strategic Planning Session during the 2005 ALA Midwinter Meeting.

Board of Directors:
Dawn P. Vaughn
J. Linda Williams
Frances R. Roscello
Gene Hainer
Claudia Myers
Cassandra G. Barnett
Terri G. Kirk
Elizabeth Haynes
Kathleen V. Ellis
Elaine Twogood
Sylvia K. Norton
Sara Kelly Johns
Dolores Gwaltney
Ann Martin
Melissa P. Johnston
Kathy Latrobe (partial attendance)
Jo Ellen Misakian
M. Jan Weber
Joanne M. Proctor

Directors-elect:
Irene Kwidzinski
Hilda K. Weisburg
Floyd C. Pentlin
Virginia Wallace
Alison Almquist
MaryAnn Harlan
Janice Ostrom

Guests:
M. Ellen Jay
Cyndi Phillip

Staff:
Julie A. Walker
Robin Ely
Steven Hofmann

AASL Board of Directors

2005 ALA Midwinter Conference
Boston, MA
January 14 – 19, 2005

MINUTES
Session I

Board Members Present:	Dawn P. Vaughn, J. Linda Williams, Fran Roscello, Gene Hainer Cassandra G. Barnett, Terri G. Kirk, Elizabeth Haynes, Kathleen Ellis, A. Elaine Twogood, Sylvia K. Norton, Sara Kelly Johns, Dolores Gwaltney, Ann Martin, Melissa P. Johnston, Kathy Latrobe, Jo Ellen Misakian, M. Jan Weber, Joanne Proctor.
Board Members Absent:	Claudia Myers.
Staff Present:	Julie A. Walker, Robin Ely.
Directors-Elect Present:	Irene Kwidzinski, Alison Almquist, Floyd Pentlin, Janice Ostrom, Virginia Wallace, Hilda Weisburg, Jim Hayden.
Directors-Elect Absent	MaryAnn Harlan, Patricia T. Bauer.
Guests and Observers:	Carolyn Cain, M. Ellen Jay, Christine Lind Hage, Leslie Burger, Barbara Stripling, Pauletta Bracy.

Call to Order:	Session I of the AASL Board of Directors meeting was called to order on Sunday, January 16, 2005, at 1:05 p.m. in room 313 of the Hynes Convention Center, Boston, Massachusetts by President Dawn Vaughn. A quorum was present.
Board Address: Christine Lind Hage	ALA President-elect candidate, Christine Lind Hage, addresses the Board and answers questions.
Changes to the Agenda:	Agenda Item #5: Pre-Conference Committee Reports. The AASL Reading for Understanding Special Committee report was moved to Discussion. Dawn Vaughn will contact Sharon Coatney for report clarification.
Motion: Consent Agenda	It was moved by Gene Hainer to accept the consent agenda with modification [AASL Reading for Understanding Special committee report pulled]. Motion passed.
Discussion: **Agenda Item #5:** AASL Reading for Understanding Special Committee Report	Dawn Vaughn will contact the committee chair and make sure that the committee has not obligated AASL in any way without consent of the AASL office or AASL Board. The report is tabled until Board session III.
Motion: AASL Reading for	It was moved by Cassandra Barnett to postpone the acceptance of the Reading for Understanding committee until Board III in order

Understanding Special Committee Report	to ask the chair for clarification of the committee's role in the SLJ Leadership/Literacy Summit. Motion passed.
Agenda Item 17: AASL 2005 Nominating Committee Report	Candidates for the Educators of Library Media Specialists (ELMS) Section were submitted onsite. The Nominating committee report will be accepted on the provision that each ELMSS candidate is eligible to run. Second candidate for Director-elect, Region I – Dorothy Grazier has been cleared to run by the AASL office.
Motion: AASL 2005 Nominating Committee Report	It was moved by Terri G. Kirk to accept the ELMS ballot with the provision that the candidates are eligible to run. Motion passed.
Discussion:	ELMSS Section Representative, Elizabeth Haynes, informs the Board that there is confusion on who is responsible to find section candidates - the section or the AASL Nominating Committee.
Agenda Item 18: Candidates for AASL Sections	Dawn suggests that the discussion of the viability of current sections be a part of Strategic Planning.
Discussion:	Communication between the AASL Board and/or AASL office needs to be delineated clearly and succinctly so that sections will know how to proceed.
Agenda Item 19: Expanding Influence Within ALA	An AASL Board ad hoc group consisting of Elizabeth Haynes, Alison Almquist, and Elaine Twogood were charged with looking at ways to expand AASL influence within ALA. The group will report back at Annual. This Board document will be included on all future Annual and Midwinter Agendas.
Discussion:	- AASL needs to orientate the membership to the ALA voting process to increase voter turnout. - There will be an article published in *Knowledge Quest* on the importance of voting in the ALA election. - The Board asks that the AASL office distribute a report that lists the breakdown of voters per region/state for the 2004 election. - The ALA electronic voting system needs improvement. It was too time consuming and generated a lot of errors. Some members had problems voting. - It is the Regional Directors/Directors-elect responsibility to tell their constituents about the importance of voting in

- ALA elections.
- AASL Re-affiliation process may be an opportunity to use state presidents to encourage people to vote.
- Dawn Vaughn requests that a small group come up with a plan to increase voter turnout among AASL members.
  - Sara Kelly Johns, Jan Weber, and Ann Martin volunteer to write the plan.
  - The group will report back at Board session III.

Agenda Item 20: Affiliate Assembly Statements of Concerns and Commendations	Dawn Vaughn gives background information on action steps taken by the AASL Board in answering the concerns. She summarizes each concern and relays the Board's response. Dawn reported back to the Affiliate Assembly at their Sunday meeting.
Agenda Item #21: Policy on Non-Profit Partnerships	The Bylaws and Organization committee is currently putting the policy into its final format. Will be moved to Board session III.
Agenda Item #22: Proposed Changes to the ALA Intellectual Freedom Manual	Dawn Vaughn asks the Board if there are any additional changes that the Board should submit. No changes were discussed. The Board will not forward any additional changes to the ALA Office of Intellectual Freedom.
Agenda Item #23: NCATE Update	This item will be postponed until 4:45 when our NCATE liaison, Pauletta Bracey addresses the Board.
Agenda Item #24 & #28: NSLMPY Task Force Report and Request from Follett Library Resources	These items will be postponed until Board session III. The Request from Follett will be discussed in conjunction with the task force report.
Agenda Item #25: Possible Award(s) from Coughlan Publishing	Executive Director, Julie A. Walker gives the Board background information regarding Coughlan's proposal.
Discussion:	The Board brainstormed different types of awards. • Program Award • K-12 Grant This award would be handled like the other AASL awards.
Agenda Item #26: Joint Conference of	Dawns asks the Board if they would like to send one or more program proposals to the conference. If the Board decides to send

Librarians of Color 2006	program proposal(s), they will also provide money to ease the financial burden. This conference addresses all types of libraries.
Motion: Joint Conference of Librarians of Color 2006	It was moved by Gene Hainer to bring a proposal forward from AASL to attend the Joint Conference of Librarians of Color 2006. Motion passed.
Discussion:	The Board brainstorms for program topics to submit: • Multicultural literature • Collaboration between school and public libraries An ad hoc group will evaluate the topics discussed and compare them to the topics suggested by the conference. • Terri Kirk, Kathleen Ellis, and Gene Hainer volunteer.
Break	10 minute break
Board Address: Barbara Stripling	Barbara Stripling, liaison to AASL from the ALA Executive Board (ALA EB), informs the Board of current ALA EB issues and asks for concerns that she can take back to the Executive Board. Barbara will check with ALA and report back to the Board on the following issues: • How the ALA Strategic Plan will affect its divisions. • Update on the ALA Washington Office Copyright Project.
Board Address: Leslie Burger	ALA President-elect candidate, Leslie Burger, addresses the Board and answers questions.
Agenda Item #23: NCATE Update	Pauletta Bracey updates the group on NCATE issues.
Motion: NCATE Update	It was moved by Fran Roscello to formally thank Pauletta Bracy for all that she has done for AASL with NCATE, particularly in achieving AASL being recognized as the sole standards for the preparation of librarians in NCATE programs. Motion passed.
Agenda Item #27: Proposed Changes to Skeleton Schedules	Dawn summarizes the proposed changes to the ALA skeleton schedule and asks if the Board would like to add one day to our meetings to accommodate the ALA schedule.
Discussion:	The AASL Board consented to adjusting our schedule so as to not conflict with important ALA meeting in which we need Board members to attend such as Council, BARC, etc.
Motion:	It was moved by Sylvia K. Norton to schedule AASL Board

Proposed Changes to Skeleton Schedules	meetings with consideration for ALA meetings important to the AASL organization. Motion passed.
Discussion:	The Board strongly feels that Board meeting attendance, regardless of meeting scheduling, is a commitment that each member makes when agreeing to run for a Board seat. Board meeting time should be as limited as possible while still meeting the needs of attending the necessary ALA meetings. It is also important for the Board to give consideration to Board members unable to attend due to flight scheduling. The Board is also aware that committee participation for Board liaisons may decrease due to meeting scheduling.
Motion Amendment: Proposed Changes to Skeleton Schedules	It was moved by Elaine Twogood to schedule AASL Board meetings with consideration for ALA meetings important to the AASL organization while being mindful of the time constraints for school library media specialists. Motion passed.
Motion: Adjournment	It was moved by Cassandra Barnett to adjourn Board session I. Motion passed.

AASL Board of Directors

2005 ALA Midwinter Conference
Boston, MA
January 14 – 19, 2005

MINUTES
Session III

Board Members Present:	Dawn P. Vaughn, J. Linda Williams, Fran Roscello, Gene Hainer, Cassandra G. Barnett, Terri G. Kirk, Elizabeth Haynes, Kathleen Ellis, A. Elaine Twogood, Sylvia K. Norton, Sara Kelly Johns, Dolores Gwaltney, Ann Martin, Melissa P. Johnston, Kathy Latrobe, Jo Ellen Misakian, M. Jan Weber, Joanne Proctor.
Board Members Absent:	Claudia Myers.
Staff Present:	Steven Hofmann, Julie A. Walker, Jennifer Locke, Robin Ely.

Directors-Elect Present:	Floyd Pentlin, MaryAnn Harlan, Alison Almquist, Janice Ostrom, Jim Hayden.
Guests and Observers:	Carolyn Cain, Walter Betts, Drucie Gullion, Johan Koren.

Call to Order

Session III of the AASL Board of Directors meeting was called to order on Monday, January 17, 2005, at 12:30 p.m. in room 313 of the Hynes Convention Center, Boston, Massachusetts by President Dawn P. Vaughn. A quorum was present.

Board Address:
Drucie Gullion

Drucie Gullion, Chair of the NSLMPY task force, addresses the Board regarding Item 28: NSLMPY Task Force Report and Item 24: Request from Follett Library Resources.   Drucie summarizes their report and answers questions from the Board.

Discussion:

The Board discuss the following conditions for NSLMPY site visits and the application process:

- All site visits should be similar in regards to any social activities the school has planned. Planned activities (dinner, receptions) should not be an expectation of the committee.
- Letters to unsuccessful applicants should fully illustrate in detail why they were not chosen. Dawn Vaughn suggests that each committee should take notes during each site visit.
- The NSLMPY Task Force report should be distributed to the current NSLMPY Award Subcommittee.

Agenda Item #24:
Request from Follett
Library Resources

Julie Walker gives background information on Follett's request.

Discussion:

The NSLMPY Task Force recommends flexibility when awarding within the different categories. Board discussion stressed that many elementary school programs differ from secondary school programs. Therefore, the categories should address individual schools/programs. Board members also noted that large districts usually have library coordinators whereas smaller districts may not and that it is equally difficult to get school libraries up to the standards regardless of their size.

Defeated Motion:
Request from Follett
Library Resources

It was moved by A. Elaine Twogood to accept committee recommendation to allow flexibility in granting awards in categories.
Motion defeated.

Discussion:	The Board discusses the effect flexibility will have on the award categories. It is decided that the award categories are neither clear nor consistent. The Board discusses the possibility of redefining each category.
Defeated Motion: Request from Follett Library Resources	It was moved by Fran Roscello to award NSLMPY awards in three categories: District, Elementary, and Secondary schools (middle, junior high, high school). Motion defeated
Discussion:	The Board discusses which grade levels constitute which category as schools and states differ.
Motion: Request from Follett Library Resources	It was moved by Cassandra Barnett to change the categories of the NSLMPY awards to a district award and 2 single school awards. Motion passed.
Discussion:	This change will be effective for the 2006 award. President Dawn Vaughn will inform the current NSLMPY committee chair of the discussion and motion.
Agenda Item #21: Policy on Non-Profit Partnerships	Bylaws and Organization Committee Chair, Carolyn Cain, addresses the Board and gives background information.
Motion: Policy on Non-Profit Partnerships	It was moved by Sara Kelly Johns to accept the policy on non-profit partnerships and collaborations from the Bylaws and organization committee. Motion passed.
Agenda Item #29: Online Communities	Steven Hofmann gives the Board background information on the software that ALA has chosen and answers questions.
Discussion:	Dawn Vaughn asks the Board to indicate their interest in piloting the software to continue their AASL Strategic Plan discussion. As reflected in their Midwinter Committee reports: Teaching for Learning and NBPTS Special have agreed to pilot the software in the oncoming year.
Agenda Item #30: Budget Priorities/Draft Budget	Julie Walker gives the Board background information about the FY 2006 Budget.

Agenda Item #31: ALA Strategic Plan	The AASL Board has been asked to provide feedback on the ALA Strategic Plan. Feedback is recorded (see attached). [Comments were forwarded to Paul Meyer, 2/1/05].
Agenda Item #5: Pre-Conference Committee Reports	Dawn Vaughn informs the Board that she will need more time to contact Sharon Coatney regarding the Reading for Understanding Special committee report.
Agenda Item #36: NBPTS Position Statement	The committee charge for the NBPTS Special committee is to "develop an AASL position statement on NBPTS certification." The Chair, Sallie Barringer, presents the position statement and asks for feedback.
Motion: NBPTS Position Statement	It was moved by Elizabeth Haynes to adopt the position statement for support for National Board of Professional Teaching Standard Certification. Motion passed.
Discussion:	Please add: • acronym (NBPTS) within the body of the statement. • Actual certificate title
Agenda Item #35: 5 Part Plan to Increase AASL Election Participation	Ann Martin presents the document she and Jan Weber created.
Discussion:	The Board provides the following feedback to Ann and Jan on the 5 Part Plan to Increase AASL Election Participation: • 3. "direct mailing" = "postcard" • 4. Add "in order for them to post on their state websites." Timeline: • Add "aaslforum and group lists" to the March 7th entry. The Board directs the AASL office to create a postcard to send out the membership to encourage voter participation. The AASL office will work with Ann Martin, Jan Weber, and Sara Kelly Johns on appropriate wording for the mailer.
Motion: 5 Part Plan to Increase AASL Election Participation	It was moved by Terri G. Kirk that AASL Board approves in concept the Five Part Plan to Increase AASL Election Participation. Motion passed.

Discussion:	Sylvia K. Norton commends the work of the Ann, Jan, and Sara.
Motion to extend:	It was moved by Elizabeth Haynes to extend the meeting by 30 minutes. Motion passed.
Additional Agenda Item: National Educational Technology Plan	President-Elect, J. Linda Williams, informs the Board that she attended the press conference for the release of the plan. The plan was not discussed, but the press conference did stress the collaboration among all of the organizations.
Discussion:	It is noted by some of the Board members that the data listed within the plan for their state is not correct. Discussion reflects that the AASL Board would like to publicly respond to the plan. It is decided that the AASL Board will create a statement regarding the plan. The Board also discussed the possibility of hiring someone who would write a position statement/flyer responding on the plan for AASL.
Motion: National Educational Technology Plan	It was moved by Jo Ellen Misakian that AASL produce a document advocating for the SLMS role in implementing the National Educational Technology Plan. Motion passed.
Motion: Adjournment	It was moved by Joanne Proctor to adjourn Board session III. Motion passed.

ALA: Ahead to 2010 – Draft Strategic Plan --Feedback Form

ALA is soliciting your help in responding to elements of the draft strategic plan – ALA: Ahead to 2010. Feedback will be aggregated and considered by the ALA Executive Board in making further revisions to the draft.

By January 31, send to: Paul D. Meyer, Tecker Consultants, 7237 Clifton Road, Clifton, VA 20124; Fax: 801-760-8572; Email: pmeyer@tecker.com (Or, give to Mary Ghikas, mghikas@ala.org) Please add space as needed, but be succinct. Thank you.

ALA Group: (e.g. Division, Section, Round Table, Committee):	AASL Board of Directors
Individual Reporting:	
Telephone Number (for possible follow-up questions):	Julie Walker, ext. 4388

Comment on ALA Strategic Plan:

We are glad that they use the term School-library

Draft **Organizational Values**
OK as is   **X**   Agree in concept, with changes
Suggested Changes/Other Comments:

Draft **Desired Future**
OK as is   Agree in concept, with changes
Suggested Changes/Other Comments:

The Library
Revised Bullet 2:
All pre K-12 schools will have libraries with full-time certified school librarians.

The Association:
Additional bullet:
ALA ensures that all ALA divisions are equally represented in the decision-making of the association.

Add comment:
We are concerned about the financial implications of providing ALA services in multiple languages.
We want the statement to include accessibility in ADA approved formats.

Draft **Goal I and Strategic Objectives**
OK as is   **X**   Agree in concept, with changes
Suggested Changes/Other Comments:

How might your group contribute to this goal and strategic objectives?

Draft **Goal II and Strategic Objectives**
OK as is   **X**   Agree in concept, with changes
Suggested Changes/Other Comments:

How might your group contribute to this goal and strategic objectives?

Draft Goal III and Strategic Objectives
OK as is   **X**   Agree in concept, with changes _____

Suggested Changes/Other Comments:

How might your group contribute to this goal and strategic objectives?

Draft Goal IV and Strategic Objectives
OK as is   **X**   Agree in concept, with changes _____

Suggested Changes/Other Comments:

How might your group contribute to this goal and strategic objectives?

Draft Goal V and Strategic Objectives
OK as is   **X**   Agree in concept, with changes _____

Suggested Changes/Other Comments:

How might your group contribute to this goal and strategic objectives

Draft Goal VI and Strategic Objectives
OK as is   Agree in concept, with changes _____

Suggested Changes/Other Comments:

Add comment:
Action plan must reflect equal representation by type of library.

How might your group contribute to this goal and strategic objectives?

As you look at this draft strategic plan, is there something you believe should be there that is missing? If so, what?

AASL Board of Directors

2005 ALA Midwinter Conference
Boston, MA
January 14 – 19, 2005

Major Motions
SESSION I

Motion: Consent Agenda	It was moved by Gene Hainer to accept the consent agenda with modification [AASL Reading for Understanding Special committee report pulled]. Motion passed.
Motion: AASL 2005 Nominating Committee Report	It was moved by Terri G. Kirk to accept the ELMS ballot with the provision that the candidates are eligible to run. Motion passed.
Motion: Joint Conference of Librarians of Color 2006	It was moved by Gene Hainer to bring a proposal forward from AASL for the Joint Conference of Librarians of Color 2006. Motion passed.
Motion: NCATE Update	It was moved by Fran Roscello to formally thank Pauletta Bracy for all that she has done for AASL with NCATE, particularly in achieving AASL being recognized as the sole standards for the preparation of librarians in NCATE programs. Motion passed.
Motion Amendment: Proposed Changes to Skeleton Schedules	It was moved by Elaine Twogood to schedule AASL Board meetings with consideration for ALA meetings important to the AASL organization while being mindful of the time constraints for school library media specialists. Motion passed.

Session III

Motion: Request from Follett Library Resources	It was moved by Cassandra Barnett to change the categories of the NSLMPY awards to a district award and 2 single school awards. Motion passed.
Motion: Policy on Non-Profit Partnerships	It was moved by Sara Kelly Johns to accept the policy on non-profit partnerships and collaborations from the Bylaws and Organization committee.

Motion passed.

Motion: NBPTS Position Statement	It was moved by Elizabeth Haynes to adopt the position statement for support for National Board of Professional Teaching Standard Certification. Motion passed.
Motion: 5 Part Plan to Increase AASL Election Participation	It was moved by Terri G. Kirk that AASL Board approves in concept the Five Part Plan to Increase AASL Election Participation. Motion passed.
Motion: National Educational Technology Plan	It was moved by Jo Ellen Misakian that AASL produce a document advocating for the SLMS role in implementing the National Educational Technology Plan. Motion passed.

American Association of School Librarians
Regional Director Report Form

Region: III

Director: Dee Gwaltney

What have you done to represent AASL in each State in your region?
- Region Director and Director-elect, Floyd Pentlin, attended Region III Spring meeting in Michigan with 25 attendees and all 8 states represented.
- Director and Director-elect communicated with each other on matters concerning the region.
- Director and Director-elect communicated with region members via the Region III listserv.

What AASL Regional or State activities have occurred to advance AASL initiatives?
Illiniois:
- ISLMA conducted a Leadership workshop based on the AASL Advocacy handbook. We also honored those school media personnel that have National Board certification at a reception during the workshop.
- Released the Illinois study, Powerful Libraries = Powerful Learners. with a press conference and a retreat to train teams from across the state on how to take the information and present it to various groups. The full study, can be ordered via the islma.org website. In February, one of our members was invited to speak before the House Elementary and Secondary Education Committee of the Illinois General Assembly!
- We want to link our study and No Child Left Behind using the recently published AASL pamphlet on NCLB that was developed for principals.
- A second edition of our standards, Linking For Learning, that ties the standards and the Ilinois study, is now at the printers. These standards are used by our school libraries to qualify for the per capita grant.
- We are working with the Illinois Math and Science Academy 21st Century Fluency Project to use technology to reach our members across the state who do not have access to professional development without traveling hours to a location.
Indiana:
- Continued correlating of state standards to the IP2 standards. Most recently, taking a database of lessons (http://www.lessonlocator.org) and correlating those lessons to the IP2 standards.
- Have used @ your library campaign as part of the last several conference themes and will be offering the full workshop presented by Linda Williams at upcoming fall conference.
- Used AIME listserv to encourage voting in ALA/AASL elections.
- Sent representatives to National Legislation Day.

Iowa:
- Hosted two sessions of the 'Leadership through collaboration' regional institutes with Betty Bankhead. Both were great.
- Plan summer strategic planning for 2006.

Michigan:
- Used @your library as part of our last conference theme.
- Used MAME listserv to encourage voting in ALA/AASL elections.
- Sent representatives to National Legislation Day.
- Posted Michigan Study information on our website and gathered the Speaker's Bureau information for training to present the study first on the CD and then on the website.

Minnesota:
- Lobbying for state funding for research databases and trying to get state approval for standards. http://www.memoweb.org/htmlfiles/linkslitstandards.html

Missouri:
- Missouri Association has titled their next year Spring Conference Reveal the Magic @ Your Library and some of the regions have used the @ your library for their theme for the year such as Expand Your World @ Your Library.
- Our Show Me the Connection research study promotes IP2 and there is an action plan from DESE to be followed in promoting the findings.
- Used listserv to encourage voting in ALA/AASL elections.
- Sent representatives to National Legislation Day.

Ohio:
- Participated in national Library Legislative Day by preparing a one-page fact sheet called Strong Ohio School Libraries Help Students Learn and including the fact sheet in a packet of information given to all legislators in Washington by Ohio delegates. (http://www.oelma.org/advocacy/NLL05-Factsheet.pdf)
- Provided fax on web site that members were asked to fax to legislators on May 4th. The fax described all the ways IMLS and LSTA funds help Ohio students.
- INFOhio (state network for online resources for schools) will launch a Parent's PR Campaign called INFOhio @ your library. We are working with Connie Champlin to model it after the AASL Toolkit, with the permission of AASL.

Wisconsin:
- Nov. 2004 -- sponsored a distance-based sharing session on the @your library campaign for school libraries; 31 individuals at 4 sites participated. The session, led by WEMA members who had received WEMA support to attend AASL's @your library training, began with an overview of the advocacy process and focused on reaching different types of stakeholders.
- Jan.-March 2005 -- designed a more comprehensive advocacy training program as follow-up to Nov. workshop: "The WEMAtter Toolkit: Wisconsin Advocacy and Training Resources." The program, which will use a newly-designed webpage and other resources, will consist of 2 sets of distance-based workshops to provide leadership and advocacy training and development. April 2005--Facilitator training for the advocacy workshops held at the annual conference. June 2005--Workshops begin

What are major issues concerns, or accomplishments in your region?
    Concerns:

- Low voter turnout in recent ALA/AASL elections
- Threats to school library positions and/or filling of position by unqualified persons.

Commendations:
- Indiana State Legislators and INCOLSA for working together to continue to fund and maintain the INSPIRE databases which provide equitable access for all students in Indiana to quality information via electronic sources.
- In the fall of 2004, the Ohio Department of Education distributed copies of the completed Guidelines for Effective School Libraries and the Technology Academic Content Standards to all school districts in Ohio.

American Association of School Librarians
Regional Director Report Form

Region: IV

Director: Ann Martin

What have you done to represent AASL in each State in your region?
- Director provided a summary article from annual and Midwinter meetings to all state affiliates for inclusion in their state newsletters.
- Director provided reaffiliation information to all affiliates and followed-up with two affiliates whose reaffiliation data was late.
- Director served with Jan Weber on the "5 Point Plan to Increase Election Participation."
- Director participated in all AASL Board meetings at Midwinter.
- Director solicited information on initiatives that affiliates are doing to promote AASL goals and objectives.
- Director and Director-Elect communicated via email and phone.
- Director/Director-Elect participated in the AA caucus at Midwinter.
- Director/Director-Elect attended the Virginia Educational Media Association's annual meeting, fall 2004.
- Director-Elect set up a virtual meeting for Region IV to discuss regional concerns and solicit commendations.
- Director-Elect contacted each state affiliate and solicited concerns and accomplishments.
- Director-Elect communicated with regional Director-Elects on common concerns.
- Director-Elect attended two VEMA regional conferences, Spring 2005.

What AASL Regional or State activities have occurred to advance AASL initiatives?
- KSMA – Through district meetings literacy and AASL initiatives are promoted.
- NCSLMA – AASL affiliate helps launch first-ever "Center for 21st Century Skills" in North Carolina. North Carolina is the first state in the nation to implement the Partnership for 21st Century Skills' framework for education.

- NCASL – Continues to promote reading and school library events though their website under "Happenings." Also, promote school librarianship through multiple awards.
- SCASL - The AASL Regional Institute: Leading Through Collaboration is scheduled for Thursday, June 16, 2005.
- SCASL - A committee addresses Intellectual Freedom issues and provides support as needed as book challenges, etc., arise. The SIRS IF award is presented every other year in rotation with S.C. Library Association (which is primarily public, academic, special librarians.)
- SCASL – Continues to promote ALA and AASL membership via various means including advocacy on their opening web page.
- TASL – Promoted AASL in their newsletter including the AASL national conference in Pittsburg, a summary of the AASL strategic planning, and a summary of the AA meeting during Midwinter. They also provided an article that specifically cited ways to use the ALA Washington office.
- VEMA – Is promoting the AASL national conference by organizing and coordinating regional bus transportation for members attending the conference.
- VEMA – President Kathy Lehman spoke before the State Board of Education to share school library successes and data documenting the positive impact school libraries have on academic achievement with the members.
- VEMA – Bev Lammay, chair of the Intellectual Freedom committee wrote a profound and insightful letter about Intellectual Freedom that was published as a letter to the editor of the Richmond Times Dispatch.
- VEMA is addressing professional issues at a Summer Professional Development Workshop, July 18 in Northern Virginia. The theme is "Keys to Literacy and the Future @ your library."
- VEMA - participated in the Great VA Teach-in and disseminated library media specialist recruitment brochures and posters.

What are major issues concerns, or accomplishments in your region?
1. Need for continued advocacy for adequate staffing of library media programs.
2. Need for continued advocacy for flexible scheduling at all levels.
3. Need for resolution to adequately fund maintaining library technology on par with current requirements for web based research.

Accomplishments
1.   Under the leadership of ALA/AASL/VEMA member Charlie Makela, the Virginia Department of Education has partnered with the **Virginia Educational Media Association** to develop a resource aligning Virginia's Standards of Learning with national information literacy standards.
http://www.doe.virginia.gov/VDOE/Technology/OET/library.shtml
2.   TASL – Is working with Barnes and Noble in a statewide drive to provide books for school libraries in Tennessee.

American Association of School Librarians
Regional Director Report Form

Region: Region V (Georgia, Alabama, Florida, Louisiana, Mississippi)

Director: <u>Melissa P. Johnston</u>

What have you done to represent AASL in each State in your region?
- Member of school library media listervs for each state.
- Sent out monthly hotlist and news from AASL
- Publish articles in newsletters
- Presented at and attended the Georgia annual conference
- Provided @your school library training
- Spoke at GLMA board meetings
- Email communication with each state's president
- Region V listserv
- Publicized the AASL NCLB brochure
- Held AASL Q & A forum at Ga. annual conference
- Gathered data for AASL strategic planning workshop
- AASL membership drive in Ga. – expanding to other states.
- Serve as AASL Liaison for GLMA Board.
- Worked with each state on the re-affiliation process

What AASL Regional or State activities have occurred to advance AASL initiatives?
- @your school library training – Ga., Ala., Fla., La.
- Developing information literacy standards based on IP2 – Ga., Ala., Fla., La.
- First Friday Sessions – sessions to promote best practice in school library media (a variety of topics)
- Annual conferences held in all states
- Florida's study "Making the Grade – the Status of School Library Media Centers in the Sunshine State and How They Contribute to Student Achievement"
- Web sites for each state promote AASL, the advocacy campaign and IP2
- Aggressive action for library legislation in all states.
- Sent representative to the AASL Fall Forum "Collaboration and Reading to Learn @Your Library"
- Georgia library impact study: Media Meets the Challenge - state-wide study to document the positive impact of active school library media centers on student achievement.
- GLMA Summer Leadership Workshop in June to look at new state curriculum standards and how they impact media services.
- Alabama hosting AASL Leadership Institute – Leading Through Collaboration in June.

What are major issues concerns, or accomplishments in your region?
Concerns:

- Lack of knowledge among pre-service, practicing teachers, and administration of the role of the school media specialist and the impact on student achievement
- Title – media specialist is not indicative of what we do – the word teacher needs to be in our title.

- Budget cuts, reallocation of money, expenditure controls issues for all media center allotments, and cutting of support staff as a result of funding cuts.
- Successful in lobby efforts in Georgia, Alabama and Florida.

American Association of School Librarians
Regional Director Report Form

Region: VII

Director: Jo Ellen Misakian

What have you done to represent AASL in each State in your region?
Arizona:
California:
AASL information is regularly shared with California School Library Association (CSLA) members via the association Listserv.
Hawaii:
Fall conference session devoted to the development of an advocacy toolkit, with distribution at the spring conference.

What AASL Regional or State activities have occurred to advance AASL initiatives?
Arizona:
Implemented a Library Science Summer Institute for those seeking to become teacher-librarians.
California:
@ your library workshop presented at the CSLA state conference.
CSLA sponsors an @ your library student poster contest, winning posters on Web site.
Hawaii:
HASL. in conjunction with the St ate School Library Services and the University of Hawaii, School of Library and Information Sciences, created an advocacy toolkit that was highlighted and distributed to the attendees of the spring conference.

What are major issues concerns, or accomplishments in your region?
Arizona:
Concerns: In jeopardy of losing teacher-librarian positions and severe cutbacks in funding for libraries.
Accomplishments: Implementation of the Library Science Summer Institute, the first new educational opportunity for prospective teacher-librarians in many years.

California:
Concerns: State budget shortfalls continue to impact library media teacher and paraprofessional positions and funding levels.
Accomplishments: CSLA publication of *Standards and Guidelines for Strong School Libraries* was a major accomplishment after several years of work by school library media teachers from around the state. The document is currently being shard with educational decision-makers throughout the state and across the country.

Hawaii:
   Concerns: School librarian's positions negotiable beginning next school year due to Act 51, which allows for lump sum budgeting to schools [Site-based management]. Location restricts acquiring keynote speakers and makes attendance at school library functions difficult.
   Accomplishments: Two statewide conferences, one held as a joint conference with the Hawaii Council of Teachers of English.

American Association of School Librarians
Regional Director Report Form

Region: IX
Director: Joanne Proctor

What have you done to represent AASL in each State in your region?
- March : Presented a report on AASL at Midwinter as well as other AASL activities and interests to the Council of the Kansas Association of School Librarians (KASL)
- April : Addressed the membership of KASL concerning AASL activities and interests at the annual membership meeting held during the Kansas TriConference.
- May : Contacted affiliates concerning activities/concerns in their state using the regional e-list.

What AASL Regional or State activities have occurred to advance AASL initiatives?
- KASL has committed to an advocacy project that will target various stakeholders over the next three years. Promotional materials have been created and distributed.
- Wyoming has addressed the Information Power goal of having certified librarians in every school. Thanks to the efforts of a select few, the Library Media Endorsement program has been re-instituted! They have been without an accredited Library Media program at the University of Wyoming since the mid 1990s, so this is a significant step not only for preservice teachers but also for others who might want to move from the classroom to the library. Additionally, the
classes offered through University of Wyoming at Casper College will allow paraprofessionals to take coursework to help them develop their skills and better serve school students and staff. The positive implications speak to the profession in general and to school libraries in particular.

What are major issues concerns, or accomplishments in your region?
- KASL has submitted several concerns which I think are concerns of other states in the region as well. These concerns include maintaining professional positions, pre-service teacher and administrator training, participation in state professional organizations.

AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS
SECTION REPRESENTATIVE

REPORT FORM

SECTION: **Independent School Section**

REPRESENTATIVE: Kathleen V. Ellis

SUMMARY OF ACTIVITIES:

Program for annual conference – June 2005

Designing the School Library of the 21st Century: Best Practices

- This program is intended to provide new ideas and advice for designing school libraries for the 21st century. The panel members represent diverse points of view:

Drew Harrington, Library Building Consultant, will discuss steps for the planning process for new or renovated libraries, and present recent trends in design she has seen in her practice as a consultant.

Sheila Grap, Manager of Public School Libraries in Baltimore, MD, will discuss the process of using student focus groups to determine user needs. She will show various types of library configurations which emerged from her survey of school library users.

Linda Hankinson, Librarian at Hockaday in Dallas, TX, will discuss the process of working with an architect and show us the positive results: her library won one of the ALA Architecture Awards for 2003.

Independent School Section Tours

1. Four distinctive libraries!   The University of Chicago Laboratory School was founded by philosopher and educator John Dewey in 1896. Today, lower, middle and high schools have their own libraries, with 77,000 books, 160 periodicals, a unique storytelling program and children's literature award.
2. The Cristo Rey Jesuit (Catholic) High School is a new school with a library under construction. At this bilingual school students work in Chicago businesses to earn their tuition. Learn about building a library from the ground up, as well as Spanish language collection development.

ISS Data Committee

1. Design a survey tool intended for publication on our own ISS website
2. The Committee has designed a survey questionnaire and found a source (ALA's IT department) to publish it online.
3. The committee, in addition to creating the survey questionnaire and getting it published online as a web-based survey tool, also created the text of a postcard that has been sent out to ISS members announcing the survey. They also contacted regional and national independent school library organizations (e.g.

NAIS, ISAS) to notify them about the survey and encourage their members to take the survey and add their data to the database.
4. The ISS listserv has also been used as a medium for alerting members about the survey.
5. Committee Concerns/Still to be Done:
6. **Implement the survey and collate the results.** The survey has been implemented and the Committee has added a member who has offered to help collate the results. The Committee needs to discuss the type of analysis and manner of publishing the aggregated results on the ISS website.

ISS Web Presence Committee

Continues to maintain and explore ways of making the section's web page viable as an information tool for our members.

OTHER PROJECTS AND ACTIVITIES:

The ISS listserv continues to be active generating discussions on a wide range of topics and serving as a much needed networking forum for our members.

Continued effort at networking to be accomplished through the ISS breakfast planned for Monday, June 27.

MAJOR ISSUES, CONCERNS, ACCOPMPLISHMENTS IN SECTION:

Implementing the online survey instrument is a major accomplishment this year. Through the survey tool, we hope to gather much needed data on Independent School Libraries.

Action Needed: None

AASL Board of Directors

2004 ALA Annual Meeting
Chicago, IL
June 23-29, 2005

Topic: Committee Reports

Background: These reports are included in the Annual Report to the
                      Membership that will be distributed onsite.

Action Required: None

AASL Board of Directors

2004 ALA Annual Meeting
Chicago, IL
June 23-29, 2005

Topic: Strategies for Expanding Influence Within ALA

Background: The document below, developed in 2002, guides AASL's efforts to promote a more inclusive environment at ALA.

Action Required: None

STRATEGIES FOR EXPANDING INFLUENCE OF AASL WITHIN ALA

1) Establish areas of interest and benchmarks for AASL within ALA.

2) Send selected AASL publications and statements to the ALA Executive Board.

3) Recommend to the ALA President AASL member leaders for appointment to ALA committees, task forces and special groups. Additionally recommend candidates for ALA Council and ALA offices to the ALA nominating committee.

4) The activity of AASL appointees should be monitored periodically to their ALA responsibilities are being carried out.

5) Schedule joint AASL and ACRL Executive Committee meetings and encourage ongoing informal communications regarding mutual concerns.

6) Schedule a meeting with PLA Executive Committee to explore holding a joint pre-conference program or institute on such topics as school/public library cooperation, 1st amendment rights for children and young adults.

7) Establish a planning mechanism for tracking progress the @your library campaign for school libraries.

8) Receive regular reports from AASL Councilor identifying ALA Council actions, issues, resolutions affecting school libraries, school library media specialists and AASL.

9) Prepare official AASL position statements on matters related to school libraries, school library media specialists, and AASL for the ALA Executive Board and ALA Executive Director.

10) Collaborate with YALSA and ALSC Executive Committees in matters affecting youth services, programs and issues, including appointments to ALA committees, candidates for ALA Council and ALA offices.

11) Invite the ALA Executive Board and especially the Board Liaison to the Youth Divisions to participate in Youth Council Caucus meetings.

12) Advise AASL members of opportunities to increase participation in ALA activities through self-nomination for committees, council seats and awards and attendance at membership meetings.

13) Maintain statistics relating to AASL appointments to ALA committees, nominations for office, joint sponsorship of programs and projects, and media coverage of school libraries and school library media specialists as well as AASL activities, awards, and special events in American Libraries. The Executive Committee will assign this responsibility to three volunteer Board members.

14) Ensure recognition of published works of AASL members in American Libraries, and in relevant in ALA division publications. The author(s) would be responsible for sending press releases to American Libraries.

AASL Board of Directors

2004 ALA Annual Meeting
Chicago, IL
June 23-29, 2005

Topic: AASL Working Group Definitions (committees, task forces, ad hoc)

Background: Carolyn Cain, Bylaws and Organization committee chair, presented the following document to the Board during their 2003 Annual Meeting. Carolyn suggested that these working definitions be piloted before final approval by the AASL Board. Based on the outcome of the pilot year, the committee is now recommending that these definitions be adopted as standard.

Action Required: Approval by consent
_____

WORKING DEFINITIONS FOR AASL COMMITTEES AND ACTION GROUPS

According to the AASL Bylaws, Article IX, there are two types of committees within the AASL Organizational structure: Standing Committees and Special Committees. In recent years, the AASL Board has also established Task Forces as a type of working group within AASL. Occasionally ad-hoc groups are formed.

Based on both AASL and ALA Bylaws and policies, the following definitions for AASL's various committees and working groups have been developed. These definitions should be consulted and used to guide the formation and/or change of status of any group.

<u>Standing Committee</u>

Standing Committees shall be established to carry on the continuing work of AASL (AASL Bylaws, Article IX).

A Standing Committee is a committee with long-term objectives so closely interwoven with the total program and development of policy of the Association or its subdivisions that it should have a continuing life (ALA Policy Manual 6.6.1).

Standing Committees can include organizational or administrative committees (such as Bylaws, Appointments, and Nominations), on-going program committees (such as

Intellectual Freedom, Legislation, Conference Planning, Publications, Awards), and Editorial Boards.

Standing Committees may also be advisory, coordinating, interdivisional or joint (such as AASL/ACRL Joint Information Literacy Committee).*

Standing committees are thus defined as on-going committees which carry out the essential business of the association and whose work is integral to the mission of the association. Such committees exist indefinitely, unless terminated by action of the AASL Board of Directors.

Special Committee

Special committees, with specific charges to be completed by designated times, may be established at any time by the AASL President with the approval of the AASL Board of Directors or by request of the AASL membership. The life of the committee shall be limited to two years unless the Board designates otherwise at the time the committee is established or in response to the committee's written petition for extension. (AASL Bylaws, Article IX)

A special committee is a committee established to study various aspects of policy, planning and administration. It should have a specific assignment and make recommendations based on that assignment. Its life should depend on the need for continued study in its area of assignment, but in accordance with the Bylaws it is normally limited to a two-year existence. (ALA Policy Manual 6.6.1)

Special committees are those committees established by AASL to pursue work in a particular area related to a new goal, opportunity, or interest, (such as the Leadership Forum Planning, Reading for Understanding Special Committee, AASL Vision Expansion Special Committee). Often the work of the committee is to examine or study an issue and determine a plan of action regarding this topic. The work of the committee may lead to the establishment of a task force to carry out a specific project, another special committee, a standing committee status, or termination as no longer needed.

Most special committees are formed to address the specific area of interest or concern at a particular time in the Association's history and thus, although having a to year limit, may apply for renewal so long as the need for their work continues.

Special committees may also be advisory, coordinating, interdivisional or joint.*

Ad Hoc Committee

An ad hoc committee is a committee appointed to pursue a designated project to a specific goal within a specific time period. The life of the committee ends at the end of that specific time or at the conclusion of the project. (ALA Policy Manual 6.6.13)

Ad-hoc committees for AASL are defined as sub-groups or smaller groups composed primarily of members from the larger committee or task force. The ad-hoc committee is assigned a specific task and reports back to the parent committee. (such as the Board's Vision Statement Writing committee) The work of the ad-hoc committee is to be clearly within the charge to the parent committee.

Ad-hoc committees may be established without the consent of the AASL Board, but should be cleared with the AASL President or President-elect or Executive Director for Information and coordination.

Task Force

A task force is an action-oriented membership group whose charge is to address specific goals, complete a specific task, or to consider a particular issue. There may be a designated time frame defined by the nature of the task or set forth in the function statement. Functions of a task force may include the following:

1. Gathering information and making recommendations
2. Studying an issue and preparing a report
3. Carrying out a specific project or activity
4. Conducting programs at conferences
5. Establishing committees or other subunits.

A task force is used to address critical, urgent or ongoing situations which require a strong, visible organization effort and/or activist response. Any parent body may establish a task force, determine its duration, monitor its progress, and terminate its function. (ALA Policy Manual 6.9)

Although AASL does not identify task forces in its bylaws, it has frequently used this term to apply to a number of working groups which it has established to carry out a particular project (such as the NCATE Guidelines Revisions Task Force and the Virtual Participation Task Force.)

A task force may be differentiated from a special committee by the specificity of its charge, the need for action within a specified time frame, and the critical nature of the effort. Often the task force requires the bringing together of people representing specific interests in order to address the concern and complete the project. Its focus is the urgency and importance of a visible effort on behalf of the issue.   It may come about as a recommendation from a special committee which has explored an issue and now sees the need for taking specific action on this topic.

A task force is primarily an action-oriented group. When established, it should have a length of term that recognizes what is to be done and sets a realistic goal for the completion of the particular task. The life of Task Forces may be extended, on petition of the Board, if necessary to complete the assignment.

Task forces may also be advisory, coordinating, interdivisional or joint.*

*Policy 6.6.2 indicates that the three types of committees (standing, special and ad-hoc) will be one of the kinds listed here.

> Advisory. An advisory committee evaluates programs, policies or projects and recommends courses of action. It may function within the structure of ALA or with an outside organization (ALA Bylaws, Article VIII, Section 5b requires approval of Council to work with outside organizations).

> Coordinating. A coordinating committee received information from two or more subunits and supervises the integration of the work of those units.

> Interdivisional. An interdivisional committee is composed of members of two or more divisions of ALA, promotes projects or programs in which there is overlapping interest. (ALA Bylaws, Article VIII, Section 4 requires that the ALA Committee on Organizations be notified of the formation of an interdivisional committee.)

> Joint. A joint committee develops and carries out programs of mutual interest, exchanges information, or discusses matters of mutual concern with an organization or organizations outside ALA. (ALA Bylaws, Article VIII, Section 5b requires approval of Council to work with outside organizations).

ESTABLISHING AASL COMMITTEES

In order to carry out the business of the Association, the AASL Board of Directors (or the President with Board approval) establishes standing committees, special committees, task forces, and ad-hoc committees.

According to AASL Bylaws, "the responsibilities and duties [charge and minimum intended outcome] of each committee shall be defined in written form, approved by the AASL Board of Directors and recorded in the office of AASL." Complete Bylaws text can be found online at: <www.ala.org/aasl/bylaws.html>.

AASL Policy regarding the establishment of committees states that: "The establishment of committees and task forces shall include the committee or task force name, type, size and composition of the committee, length of term, charge, and function statement. Yearly outcomes will be established for each committee or task force." (Adopted June, 2003)

When the need for group consideration of a problem or task has been identified, the Board will determine what kind of committee is appropriate for the work to be done, based on the AASL/ALA committee definitions, and complete an "AASL Committee

Description Form" which includes detailed information on the makeup and life of the committee. You can find the "AASL Committee Description Form" in the "Committee Forms" section of this handbook.

Procedures: (when applicable, include who to contact, steps to implement, what is required, etc.)

1. The President or President-elect proposes the establishment of standing committees, special committees, and task forces based on need or upon the request of members.
2. An "AASL Committee Description Form " is prepared by the initiator for the AASL Office which outlines all necessary information such as:

- if the committee is to be a standing committee, a special committee, or a taskforce based on definitions established by the AASL Bylaws and Organization Committee.
- defines the responsibilities and duties of the committee in the charge and function statements.
- recommends a name, size and composition (types of members), for the committee.

3. Proposals for new committees are sent to the AASL Bylaws and Organization Committee for review; proposals, with any B&O recommendations, are sent to the AASL Board for approval.
4. The Board votes to establish the committee(s); committee members are appointed for staggered one and two year terms if the new committee is to be ongoing. (normal committee appointments are two years)
5. Committees or task forces wishing to change their status (type of committee) may petition the Board by using the "AASL Change of Task Force/Committee Status Request Form" and including a revised "AASL Committee Description Form".

TERMINATION OF AASL COMMITTEES

If an AASL committee violates the AASL Bylaws and/or the ALA Constitution, Bylaws or Policies, the AASL Board of Directors is empowered to take necessary actions to ensure compliance with the established ALA policy. The AASL Board may decide to terminate the committee if it sees fit.

All special committees are created for a term of two years, unless otherwise decided by the AASL Board of Directors. At the end of those appointed two years, the committee is terminated.

A Special Committee may petition the AASL Board to be reappointed for an additional two years or to change its status to a standing committee or task force. A request for a change in status must include the rationale for the change and a completed "Committee Description Form" for the new committee. The Committee Description Form" can be found in the "Committee Forms" section of the handbook.

Standing Committees have an ongoing life but are reviewed every three years to assure that their work is needed and that their charge is appropriate.

Task Forces have a defined length of term, after which they are automatically disbanded, unless they petition the AASL Board for an extension or a change to a different type of committee.

AASL Board of Directors

2004 ALA Annual Meeting
Chicago, IL
June 23-29, 2005

Topic: FY 2004 ALA Indirect Cost Study

Background: Each year ALA conducts a study on costs that are not directly
charged back to divisions. The results of this study form the basis
for the overhead rate charged to divisions and other revenue
generating units.

Action Required: None

ALA AmericanLibraryAssociation

Date:	April 1, 2005

2004 – 05 EBD #4.27

To: Keith Michael Fiels
Gregory Calloway
Department Heads

CC: Unit Heads

From: Keith D. Brown

Re: FY 2004 Indirect Cost Study

The following is a summary of the FY 2004 Indirect Cost Study. The description of basic assumptions and methodology are noted in Section III. The basic direct costs are illustrated in Exhibit II. The significant cost variances are explained in Section I.

The overall composite rate for the fiscal years ended 8/31/03 – 8/31/04 are illustrated below. See Exhibit I for details and Section I for variances.

	8/31/04	8/31/03	8/31/02
Composite Rate	21.9 %	18.8 %	20.3%

As mandated by the Operating Agreement, the composite rate for Division Conference revenue and Publishing revenue are applied at 100% and 50% respectively of the overall composite rate. As a result, the composite rate to be applied to certain Division Conference revenue will be 21.9 % and 10.95 % for Publishing revenue.

I. SIGNIFICANT DIRECT/INDIRECT COST VARIANCES

Basic indirect costs during the year increased by $1.4 million (9.7%) to $15.5 million. Below represents the changes in the various cost types:

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Cost Type	2004	% Total	2003	% Total	$ Change	% Change
Operating Supplies	$ 60,542.00	0.39%	$ 42,051.00	0.30%	$ 18,491.00	43.97%
Telephone	$ 57,825.00	0.37%	$ 91,553.00	0.65%	$ (33,728.00)	-36.84%
Equip/Main	$ 89,536.00	0.58%	$ 77,555.00	0.55%	$ 11,981.00	15.45%
Human Resources	$ 729,623.60	4.72%	$ 639,147.97	4.53%	$ 90,475.63	14.16%
Building Operations	$ 1,156,126.95	7.48%	$ 1,288,246.33	9.14%	$ (132,119.38)	-10.26%
Reprographics	$ 4,379.52	0.03%	$ 72,754.35	0.52%	$ (68,374.83)	-93.98%
Distribution Center	$ 292,089.62	1.89%	$ 281,302.13	2.00%	$ 10,787.49	3.83%
ITTS	$ 2,159,637.76	13.97%	$ 1,936,920.27	13.74%	$ 222,717.49	11.50%
Library	$ 622,864.80	4.03%	$ 603,096.41	4.28%	$ 19,768.39	3.28%
Fiscal Services	$ 1,582,752.86	10.24%	$ 1,432,781.75	10.17%	$ 149,971.11	10.47%
Bank & Audit Fees	$ 408,139.00	2.64%	$ 420,055.00	2.98%	$ (11,916.00)	-2.84%
Publishing AED	$ 109,255.92	0.71%	$ 75,677.96	0.54%	$ 33,577.96	44.37%
Production Services	$ (52,871.86)	-0.34%	$ 72,449.11	0.51%	$ (125,320.97)	-172.98%
PIO	$ 743,139.38	4.81%	$ 784,121.27	5.56%	$ (40,981.89)	-5.23%
Membership Services	$ 2,252,800.81	14.57%	$ 1,987,705.14	14.10%	$ 265,095.67	13.34%
General Administration	$ 5,241,399.69	33.91%	$ 4,288,837.43	30.43%	$ 952,562.26	22.21%
Total	$ 15,457,241.06	100.00%	$ 14,094,254.12	100.00%	$ 1,362,986.94	9.67%

Below are more details on the most significant "Cost Type" changes:

A. **General Administration** – Direct/Indirect costs for General Administration costs increased during the year by $952,562 (22.2%) to $5.2 million. Increases were realized primarily in legal fees, audit/bank fees, early retirement, APA related transfer expenses, lower recovered overhead, taxes and adjustments related to the bad debt and inventory reserves.

B. **Membership Services** – Direct/Indirect costs increased by $265,095 (13.3%) to $2.3 million. This is due to an increase in Subscription Equivalents of $155,795, which resulted from lower revenue in American Libraries of $203,000.

C. **ITTS** - Direct/Indirect costs increased by $222,718 (11.5%) to $2.2 million due largely to depreciation expenses related to equipment purchases during the year.

D. **Fiscal Services** – Direct/Indirect costs increased by $149,971 (10.5%) to $1.6 million primarily related to expenses for the early retirement of department personnel and ITTS related indirect costs.

E. **Human Resources** - Direct/Indirect costs increased by $90,476 (14.2%) to $729,624 due to direct expenses related to additional staffing in the department, recruitment/relocations for new employees and advertising.

F. **Production Services** – Direct/Indirect costs declined during the year by $127,311.11 (-175.7%) to ($54,862) due to higher charge backs to ALA units and outside organizations.

G. **Building Operations** – Direct/Indirect costs declined $132,119.38 (10.3%) to $1.2 million as expenses related to the maintenance of the Huron Plaza declined ($273,743).

Below represents another look at the costs types from the perspective of the affected groups:

Functional Group	2004	% Total	2003	% Total	$ Change	% Change
Support Units	$ 2,520,259.92	16.30%	$ 2,561,500.91	18.17%	$ (41,240.99)	-1.61%
Offices & Committees	$ 3,075,690.95	19.90%	$ 2,859,995.11	20.29%	$ 215,695.84	7.54%
Conferences	$ 1,442,835.20	9.33%	$ 801,881.33	5.69%	$ 640,953.87	79.93%
Products & Promotions	$ 338,329.18	2.19%	$ 323,995.29	2.30%	$ 14,333.89	4.42%
Publishing	$ 2,439,129.04	15.78%	$ 2,374,013.84	16.84%	$ 65,115.20	2.74%
Divisions	$ 4,686,266.20	30.32%	$ 4,447,289.03	31.55%	$ 238,977.17	5.37%
Roundtables	$ 428,971.83	2.78%	$ 384,533.27	2.73%	$ 44,438.56	11.56%
Restricted Funds	$ 472,687.81	3.06%	$ 298,788.26	2.12%	$ 173,899.55	58.20%
Related Interest Groups	$ 53,070.94	0.34%	$ 42,257.06	0.30%	$ 10,813.88	25.59%
Total	**$ 15,457,241.06**	**100.00%**	**$ 14,094,254.10**	**100.00%**	**$ 1,362,986.96**	**9.67%**

Below are comments related to the most significant changes in functional indirect costs. Higher allocations for General Administration costs, which will account for the majority of the increase are noted below:

A. **Offices & Committees** – Direct/Indirect costs increased during the year by $215,696 (7.5%) to $3.1 million primarily to higher indirect allocations for LARC/Library costs ($94,122), ITTS ($58,694) and Fiscal Services ($29,251).

B. **Divisions** – Direct/Indirect costs increased during the year by 238,977 (5.3%) to $4.7 million primarily in the cost type area of General Administration ($319,474). This increase was slightly offset by a decline in Production Services ($49,655). The most significant divisional increases were in PLA ($173,821) and AASL ($100,469), which were due to major national conferences that were held during the year.

C. **Conferences** – Direct/Indirect costs increased during the year by $640,954 to $1.4 million primarily in the cost type area of General Administration ($308,807) and indirect costs in Fiscal Services ($16,161). The increases in both areas are due to the increased success of the Midwinter and Annual Conferences.

D. **Restricted Funds** – Direct/Indirect costs increased during the year by $173,900 to $472,688 as a result of higher for General Administration ($151,910) and Fiscal Services ($33,604).

II. BASIC DIRECT COSTS

See attached Exhibits II

III. METHODOLOGY AND CHANGES IN FY 2004

    A.   The allocation methods used in FY 2004 study were consistent with the previous year. The direct and indirect costs incurred by Membership Services have been examined as they relate to Conference Services. It is noted that no cost allocation has been made for services provided by Membership Services in support of Conference Services. Costs in this area are allocated on member attendance.

IV. OTHER CONSIDERATIONS

In an effort to fairly allocate indirect costs we continually review and update the Indirect Cost Study and its methodology to take into account changes in the revenue and cost environment or as better allocation methods become available. A number of expense areas were examined last July and August and there were a few issues that were identified as needing more review for possible change. To this end a more critical review will be made in July and August 2005. They are as follows:

1. Conferences
2. Membership Services
3. ITTS
4. Publishing

Finance will be meeting with the units in question and critically analyze the costs that the association is currently encountering and the relevance of the allocation method being used. The allocation method established for use will be considered based on what is mutually fair and equitable.

COMPOSITE RATE*

Publishing Deprtment

Fiscal Year 2004

	Conferences		Graphics		Publishing		American Libraries		Composite Rate
$\dfrac{\text{Indirect Cost}}{\text{Revenue}}$	$\dfrac{\$1,442,835}{\$7,305,869}$	+	$\dfrac{\$338,329}{\$1,982,793}$	+	$\dfrac{\$2,052,699}{\$8,805,498}$	+	$\dfrac{\$386,430}{\$1,169,426}$	=	$\dfrac{\$4,220,293}{\$19,263,586}$ = 21.9%
Unit Rate	19.7%		17.1%		23.3%		33.0%		21.9%
Revenue per $ Indirect Cost	$5.06		$5.86		$4.29		$3.03		$4.56

Fiscal Year 2003

	Conferences		Graphics		Publishing		American Libraries		Composite Rate
$\dfrac{\text{Indirect Cost}}{\text{Revenue}}$	$\dfrac{\$801,881}{\$6,435,255}$	+	$\dfrac{\$323,995}{\$1,700,024}$	+	$\dfrac{\$1,982,409}{\$9,099,442}$	+	$\dfrac{\$391,605}{\$1,371,894}$	=	$\dfrac{\$3,499,890}{\$18,606,615}$ = 18.8%
Unit Rate	12.5%		19.1%		21.8%		28.5%		18.8%
Revenue per $ Indirect Cost	$8.03		$5.25		$4.59		$3.50		$5.32

DIVISION COMPOSITE RATE**

	2004		2003
$\dfrac{\text{Indirect Cost}}{\text{Revenue}}$	$\dfrac{\$4,696,266}{\$12,912,024}$ = 36.3%	=	$\dfrac{\$4,447,289}{\$9,716,748}$ = 45.8%
Revenue per $ Indirect Cost	$2.76		$2.18

TOTAL COMPOSITE RATE***

	2004		2003
$\dfrac{\text{Indirect Cost}}{\text{Revenue}}$	$\dfrac{\$14,931,482}{\$39,158,040}$ = 38.1%	=	$\dfrac{\$13,753,209}{\$35,040,891}$ = 39.2%
Revenue per $ Indirect Cost	$2.62		$2.55

*Indirect Costs Conferences+Graphics+Publishing+Amer.Lib./Revenues Conferences+Graphics+Publishing+Amer.Lib.
**Division Indirect Costs/Division Revenues
***Total ALA Indirect costs (less Restricted Fund and affiliates)/Total ALA Operating Revenues. Total operating revenue

Exhibit II

BASIC DIRECT COSTS

EXPENSES AREAS		2004		2003		2002		FY 03-04 $ Change	FY 03-04 % Change
A. Distribution Center (Net)	$	201,890	$	184,584	$	237,765	$	17,306	8.6%
B. Building Operations	$	1,143,657	$	1,271,316	$	1,142,929	$	(127,659)	-11.2%
C. Human Resources	$	584,725	$	510,186	$	635,641	$	74,539	12.7%
D. Library and Research Center/Library	$	366,386	$	421,596	$	421,160	$	(55,210)	-15.1%
E. Production Services (Net)	$	(54,862)	$	18,238	$	(6,239)	$	(73,100)	133.2%
F. Reprographics (Net)	$	(60,589)	$	5,556	$	(13,513)	$	(66,145)	109.2%
G. Membership Services	$	1,042,491	$	1,003,141	$	961,064	$	39,350	3.8%
H. Small Division Support*	$	238,601	$	230,477	$	230,224	$	8,124	3.4%
I. American Subscription Equivalents*	$	600,974	$	445,179	$	407,993	$	155,795	25.9%
J. Operating Supplies*	$	60,542	$	42,051	$	50,189	$	18,491	30.5%
K. Equipment and Maintenance/Lease*	$	87,407	$	77,555	$	173,240	$	9,852	11.3%
L. Telephone (Net)*	$	57,825	$	91,553	$	124,605	$	(33,728)	-58.3%
M. Public Information Office	$	531,801	$	598,687	$	600,461	$	(66,886)	-12.6%
N. Information Tech. & Tele. Services	$	2,039,246	$	1,805,754	$	1,777,607	$	233,492	11.4%
O. Financial Services	$	1,228,744	$	1,097,784	$	1,045,966	$	130,960	10.7%
P. Audit and Bank Fees*	$	408,139	$	420,055	$	434,368	$	(11,916)	-2.9%
Q. Communications - AED	$	262,407	$	248,503	$	265,499	$	13,904	5.3%
R. Public Programs	$	140,269	$	134,919	$	142,876	$	5,350	3.8%
S. Post Retirement Benefits*	$	1,296,000	$	1,008,000	$	907,000	$	288,000	22.2%
T. General & Administration									
- Council/Administration	$	28,554	$	27,228	$	19,487	$	1,326	4.6%
- Executive Board	$	253,019	$	307,174	$	334,026	$	(54,155)	-21.4%
- Executive Office	$	613,348	$	607,499	$	635,301	$	5,849	1.0%
- Member Programs & Services - AED	$	179,915	$	166,935	$	182,245	$	12,980	7.2%
- Staff Support/Office Services	$	498,835	$	475,019	$	460,305	$	23,816	4.8%
- General Business Expense	$	367,713	$	152,254	$	1,786,016	$	215,459	58.6%
- Organizational Support*	$	66,350	$	(23,000)	$	(67,325)	$	89,350	134.7%
TOTAL DIRECT COSTS	$	12,183,387	$	11,328,243	$	12,888,890		855,144.00	7.0%
$ Change (+/-)	$	855,144	$	(1,560,647)		$12,033,746	$	2,415,791	282.5%
% Change (+/-)		7.0%		-13.8%		9.8%			
% of Total ALA Expenses		28.3%		28.6%		29.9%			
TOTAL ALA COSTS (EXPENSES)	$	43,126,198	$	39,575,744	$	43,109,307	$	3,550,454	9.0%

*A component of General Business Expenses, but separated for illustration purposes.

AASL Board of Directors

2004 ALA Annual Meeting
Chicago, IL
June 23-29, 2005

Topic: Annual Conference Program on the ALA Code of Ethics

Background: The ALA Committee on Professional Ethics is considering
possible revisions and expansions to the current COE. A
preliminary panel discussion will explore issues at this conference.

Action Required: Optional attendance at the program

ALA American Library Association

MEMORANDUM

Date: April 27, 2005

To: ALA Council
           Division Presidents
           ALA Council Committee Chairs
           Round Table Chairs
           Chapter Presidents

CC: Staff Liaisons

From: Sarah M. Pritchard, chair, ALA Committee on Professional Ethics

Subject: Annual Conference program on the ALA *Code of Ethics*

The Committee on Professional Ethics is exploring whether revision and expansion of the ALA *Code of Ethics* may be desired in light of increasing professional concerns, such as the impact of anti-terrorism legislation and the Association's recent discussions of core values.
In order to evaluate the *Code* and its usefulness to the profession, we plan to host a series of forums over the next year or two. These forums will provide an opportunity for ALA members to share their concerns and suggestions with the Committee.

I hope you will be able to join us for the first program—a panel discussion at the ALA Annual Conference in Chicago on Sunday, June 26, 2005, from 1:30-3:30 PM, in S105d, McCormick Place Convention Center. It's intended to present thoughtful "alternative" views on the *Code of Ethics* from librarians who have written or taught on these kinds of issues but who are not part of the ALA committee and governing structure at the moment. Panelists include John Buschman (Rider University), Naomi Caldwell (University of Rhode Island), and Kate Marek (Dominican University).

A second program at the 2006 Annual Conference in New Orleans will present the views of key ALA committees whose work applies directly to the *Code*, such as the Intellectual Freedom Committee, the Committee on Education, and the OLOS Subcommittee on Library Services to Poor and Homeless People. We also plan to schedule open hearings for general membership input, most likely during the 2006 Midwinter Meeting.

Thank you for your support in engaging our Association in these important discussions.

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AASL Board of Directors

2004 ALA Annual Meeting
Chicago, IL
June 23-29, 2005

Topic: Follow-Up on Possible Copyright Education Project

Background: In response to an Affiliate Assembly concern raised at Annual
Conference last year, President Dawn Vaughn informed delegates
that staff was pursuing conversations with the ALA Office of
Information Technology Policy (OITP) in the ALAWashington
Office (WO) regarding a project on copyright education that OITP
was considering. In response, the WO forwarded the results of
focus groups that were held last fall. The AASL Executive
Committee discussed this report at its spring meeting and asked the
Executive Director to follow-up with OITP regarding the
possibility of seeking joint grant funding for a copyright education
program. The Executive Director is scheduled to meet with
OITP/WO staff at Annual Conference.

Action Required: None

MEMO

To: Rick Weingarten and Carrie Russell, ALA

From: John and Rachel

Re: Memo on first two groups

Date: December 10, 2004

Last Friday we conducted two focus groups in Chicago for the American Libraries Association as
the first step in a project aimed at learning about how to communicate with teenagers and young
adults about their rights under copyright law. We held one group among high school teachers and
the other among high school librarians to learn about their interactions with students regarding
copyright and their perspectives on the effective ways to communicate with students about the
issue.

Here are five key points gleaned from the groups:

1. The ALA is a trusted messenger that these teachers and librarians will take seriously.

2. These teachers and librarians do not want a lot of information on copyright laws – keep it short and simple.

3. Students are viewed as having a total disregard for copyright law by teachers and librarians, who themselves have no sense that the laws are meant to protect the free flow of ideas and access to information. The teachers and librarians need education about the purposes of copyright law as much as the public at large. Their expectation is that the students need a "Say No to Drugs" type campaign on copyright to discourage digital piracy.

4. When exposed to a Constitutional rights argument about access, these teachers and librarians are surprised and pleased; they warm to the idea of defending their rights.

5. These teachers and librarians comment that their students read and enjoy graphic novels. They also offer the idea that interactive websites would be an effective medium for communicating with students about digital copyright law.

Knowledge of Copyright

The teachers and librarians in our groups have little more knowledge of copyright law than did participants in our focus groups for the DFC last year. Much like the general public, these teachers and librarians are only able to see copyright as a way to protect creators and encourage creation.

When teachers and librarians are talking about copyright the conversation frequently turns to helping students avoid plagiarism. This is a topic which both groups clearly understand and deal with regularly at work. Some also discuss the copying of CDs and DVDs and the downloading of music and movies from the Internet.

Copyright in Schools

Outside of plagiarism, copyright is a subject that the teachers and librarians in our groups rarely discuss with their students. Some say they have warned their students against copying and downloading music and movies. A few have stopped their students from using logos and photos from the Internet they believe are protected by copyright.

Most of the librarians do not think their schools have copyright policies – just a plagiarism policy and a policy that outlines acceptable uses of the Internet. Most teachers assume there is a copyright policy even though they do not know what the policy says. The teachers are familiar with their schools' plagiarism and Internet use policies.

Communicating with Teens about Copyright

These teachers and librarians are well aware of the difficulties ALA faces in reaching students on the issue of copyright, but they think the issue is about restrictions rather than rights. Many envision something along the lines of a "Scared Straight" program as a way to reach students who they believe are probably violating the laws, but who are oblivious to the fact that they are doing

anything wrong. They want their students to encounter individuals who have been harmed by their piracy in order to make an impact on them.

The teachers and librarians also suggest using celebrities who have been harmed by lawbreakers as messengers. They cite the influence MTV's 'Vote or Die' campaign had on their students, most of whom are not even young enough to vote. The teachers and librarians view musicians and actors as victims of copyright infringement, and therefore, see them as appropriate messengers, separate from their celebrity status.

Many teachers and librarians also understand that schools have to be involved in the effort. Some would like to have the basics of copyright law worked into the curriculum and other think it would be better for the school libraries to spearhead the effort. Many of the teachers and librarians think, in order to have an impact, the education about copyright law needs to begin before high school.

A number of teachers and librarians suggest an interactive webpage as a medium for communicating with students about copyright. As the issues surrounding copyright today are largely computer and internet related, they see a webpage as an appropriate medium for the content as well as a good way to communicate with their students.

Teachers and librarians view the ALA's plan to use a graphic novel favorably. Some teachers and librarians say graphic novels are currently popular with their students.

Role of the ALA

The American Libraries Association enjoys favorable recognition by all of the librarians. Most say the ALA has provided them with information about copyright in the past, but none can remember anything about the content of the materials. A few specifically cite recieving a book on copyright by the ALA and others mention a poster the ALA gave them to display near photocopiers explaining the rules for making copies.

The teachers have heard of the ALA but are not familiar with any of the organization's work with regard to copyright. The ALA as a messenger on this topic neither ads nor detracts to their message.

Neither the teachers nor the librarians remember seeing Complete Copyright prior to the groups. Many like the book and believe it is well written, but feel it contains too much information, even as a reference. Opinions in the groups are mixed over the tone of the stories at the beginning of each chapter. Some feel they are an excellent way to communicate the issues while others think they are silly.

Messages

When the teachers and librarians are presented with the general messages that BRS developed for the Digital Future Coalition earlier this year they are receptive. The message that begins with Constitutional rights is particularly appealing to the teachers and librarians and they become more interested in imparting that message to their students.

Communicating to Young People about Digital Copyright:
RIGHTS, NOT JUST RESTRICTIONS

For the American Libraries Association

February 2005

Table of Contents

I. Introduction

Belden Russonello & Stewart (BRS) conducted six focus groups for the American Libraries Association (ALA) to learn how to communicate with teenagers and young adults about their rights under copyright law. We conducted four groups among students and a group each among teachers and librarians.

We began with the teacher and librarian groups in Chicago in December 2004. We learned about their interactions with students regarding copyright and their perspectives on effective ways to communicate with students about the issue. The teachers and librarians worked at high schools and had daily contact with juniors and seniors.

We continued, in January 2005, with the final four groups among high school juniors and seniors and college freshman and sophomores in Chicago and Fairfax, VA, in which we learned about their understanding of copyright law and their reactions to the ALA's proposals. All of the students used computers and the Internet at least once a week. They also reported going to either a school or a community library at least once a month.

We segmented the groups by level in school and socio-economic status. In each city we conducted one group of high school juniors and seniors and one group of college freshman and sophomores. Socio-economic status was defined as follows:

- **Lower socio-economic status (Chicago):** annual household incomes of $75,000 or less and no parents with education beyond a college degree.
- **Higher socio-economic status (Fairfax):** annual household incomes of $50,000 or more and both parents had to have at least a college degree.

The following table contains specific participant characteristics.

Composition Table: Students

	Chicago – high school	Chicago – college	Fairfax – high school	Fairfax – college	TOTAL
Male	3	5	3	4	15
Female	5	3	5	4	17
11th grade (HS)	3	--	6	--	9
12th grade (HS)	5	--	2	--	7
Freshman (Clg)	--	5	--	2	7
Sophomore (Clg)	--	3	--	6	9
16 to 17 years	6	--	7	--	13
18 to 19 years	2	5	1	5	13
20 to 21 years	--	2	--	2	4
22 years or older	--	1	--	1	2
White	7	6	6	5	24
Black	--	1	1	1	3
Hispanic	--	1	--	--	1

Other	1	--	1	2	4

HH income

Less than $30,000	--	2	--	--	2
$30,000-50,000	8	5	--	--	13
$50,000-75,000	--	1	--	2	3
$75,000 or more	--	--	8	5	13

Highest parent edu

<HS/HS grad	2	3	--	--	5
Some college	5	4	--	--	9
College grad	1	1	5	4	11
Grad work/deg	--	--	3	4	7

Use computer

Almost daily	7	7	8	8	30
Weekly	1	1	--	--	2

Use Internet

Almost daily	7	7	8	8	30
Weekly	1	1	--	--	2

Use P2P

Almost daily	2	3	--	3	8
Weekly	3	4	4	5	16
Less often	3	1	4	--	8

School library

Almost daily	1	1	3	--	5
Weekly	5	4	1	5	15
Less often	2	2	4	3	11

Community lib.

Almost daily	--	--	--	1	1
Weekly	3	3	1	3	10
Less often	5	5	7	4	21

Composition Table: Teachers/Librarians

	Teachers	Librarians	TOTAL
Male	3	3	6
Female	5	5	10
25 to 34 years	4	2	6
35 to 49 years	1	1	2
50 years and older	3	5	8
White	6	6	12

Black	1	2	3
Hispanic	1	--	1
Years as teacher/librarian			
1 to 5 years	4	2	6
5 to 15 years	2	2	4
15 years or more	2	4	6

Readers of this report are advised to keep in mind that this is an analysis of qualitative research, designed to learn what students, teachers and librarians think about copyright law and how to communicate with students about their rights under the law. These results do not project the opinions of the entire population in these geographical locations or across the nation as a whole.

II. Executive Summary and Recommendations

The values of fairness and freedom dominate the consideration of digital copyright laws among the students, teachers and librarians in our focus groups. Students are clueless about the laws currently, but assume they are restrictive in order to be fair to the originator of a work.

Yet fairness can work in two directions, and it – along with a sense of freedom connected with the Internet – often gives many young people an excuse to skirt copyright laws. Students tune out messaging about copyright law because they expect to hear about restrictions. Many of our students use peer-to-peer networks to download music and a few, additionally, download movies. While most think what they are doing is illegal, they say it amounts to benign stealing and they have no plans to alter their behavior because they believe:

- CDs and movies are overpriced;

- Only the large record companies are hurt, not struggling artists;

- It is okay as long as downloaders do not sell or make a profit from the CDs or movies they download; and

- If it is on the Internet it is open to everyone.

Students, teachers and librarians are pleasantly surprised to hear a message about rights, rather than just restrictions, with regard to digital copyright law, but the students are generally more skeptical than the teachers and librarians about information on digital copyright. These students assume that anyone bothering to tell them about the laws will represent the side that wants to restrict use of material, not open up data for their use.

The ALA as the messenger holds some currency among the teachers and librarians who are particularly drawn to the part of the message about copyright and the Constitution – this is a fact they look forward to sharing with their students.

Students want information to be provided to them in ways that do not require much effort on their part. Many recommend putting the information in a commercial on a network like MTV. Others favor posters in their libraries displayed to be read while they are in line checking out books, or

waiting for an elevator. Another suggestion the students offer is placing advertisements in school newspapers or alternative newspapers.

The graphic novel, although popular with some students, was not seen by the students as an effective way to communicate about copyright law. The topic, many feel, is too serious for such a novel and would require a lot of reading on their part to glean a small amount of information.

The students want the message itself to be short and to the point. They want to know what their rights are – specifically they want to know what they are and are not allowed to do.

Teachers also favor a shorter message. Few remember having seen Complete Copyright, but when they are shown excerpts from the book they find the information very useful. Most agree, however, that it is too much to use as a reference. They would prefer something shorter.

These attitudes point to two key challenges for the ALA's intent to communicate with students about digital copyright law:

1. Students expect to hear a message about restrictions, which is a message they have heard before and will ignore in the future; and

2. Students will not pursue information; they want it to come in forms that require little or no effort to receive.
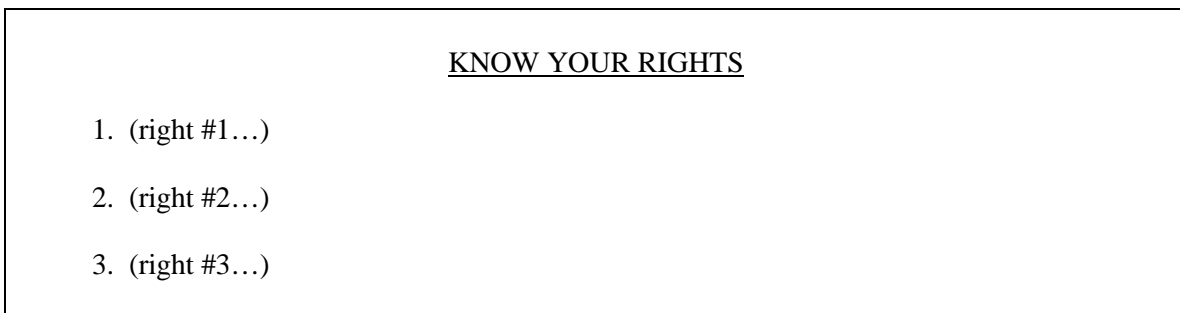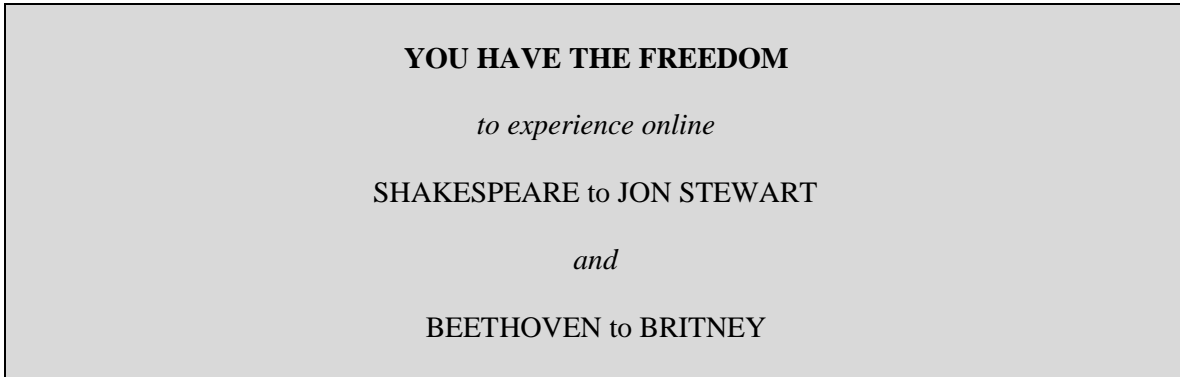
The ALA should plan a two track education effort. The first is to educate librarians of our rights under digital copyright law. This effort should be in the form of a fact sheet, possibly a large postcard sized fact sheet on digital copyright laws. The fact sheet, whatever size, should be short and to the point, perhaps referencing the places in Complete Copyright where more detailed information on a particular subject can be found. In essence the fact sheet should be a CliffsNotes version of Complete Copyright.

The second track of the ALA's effort should be to talk about rights and freedoms using popular culture-based communications aimed at young people. This could include a message such as "know your digital rights" or "you are now free to move around the Internet."

Whatever message you choose, there are four guidelines that are important to keep in mind when planning your campaign. Communications should be:

1) **Short on copy**. Some students recommend posters, placed so they can be seen while waiting in line to check out books or while waiting for the elevator.

2) **Eye catching**. Students need something to draw their attention to your communications.

3) **Related to popular culture**. Students pay closer attention to communication that focuses on their generation. In particular a campaign involving celebrities they know, referencing music they listen to, or movies, TV shows or sports they watch will have added saliency.

4) **Framed in terms of rights, not restrictions**. Students expect messaging about digital copyright to tell them they are not allowed to use the Internet freely. Providing a message telling them they do have certain freedoms will catch their attention and be well received.

A poster or ad might read something like the following:

YOU HAVE THE FREEDOM

to experience online

SHAKESPEARE to JON STEWART

and

BEETHOVEN to BRITNEY

KNOW YOUR RIGHTS

1. (right #1…)

2. (right #2…)

3. (right #3…)

III. Detailed Findings

A. Computer and Internet Usage

All of the high school and college students in the groups use computers and the Internet regularly, with most going online almost daily. Almost all of the students have computers with Internet connections at home. Many also use computers in the libraries and computer labs at their schools.

The students use computers to do school work, play games and to go online. They use the Internet for many different reasons, including checking and sending emails, instant messaging with their friends, researching school assignments, playing games, and listening to and downloading music and movies.

Peer-to-Peer Usage

Many of the students download music and a few download movies. The students download at home and those with laptops, mostly college students, download anywhere an Internet connection is available. None of the students download music on computers in their schools' libraries or computer labs because the programs violate schools' Internet use policies and many schools have programs to block peer-to-peer networks.

Most of the students who are downloading music and movies use peer-to-peer networks such as KaZaa and Morpheus. A few use pay-to-play services such as itunes. The college students in our

groups tend to be more knowledgeable about peer-to-peer networks – how they work and the different programs available – than their younger counterparts.

A number of students are using peer-to-peer networks less than they have in the past and a few have stopped downloading entirely. These students explain that this change in their behavior is primarily the result of the viruses and spyware that they have accidentally downloaded from the peer-to-peer networks – they, or their parents, are no longer willing to risk this type of damage to their computers. Several also say their concerns about lawsuits have played an additional role in reducing or ending their use of peer-to-peer networks.

> It's dangerous to [download] now. All of a sudden, my computer has a ton of viruses and my mom freaks out. She doesn't even want anybody touching the computer just because we've had it fixed so many times from downloaded files. Plus, people make it sound like you are going to get arrested if you download a song. – *College student, female, Chicago*
>
> My computer is really slow because it's dial-up – then the spyware, then parents freaking out about it being illegal. – *High school student, male, Fairfax*

Students' attitudes toward downloading – both those who support and those who oppose – reflect their careful consideration of two values: fairness and, to a lesser extent, freedom. Four views that express these values for supporting downloading that we heard are:

- CDs and movies are overpriced;

- Only the large record companies are hurt, not the struggling artists;

- It's okay as long as downloaders do not sell or make a profit from the CDs or movies they download; and

- If it is on the Internet it is open to everyone.

They do not plan to stop because either they do not believe that they are causing a great deal of harm to another person or they do not think they will be caught.

> It's stealing, but it seems so much lesser… It's like the Internet is a big community and they make that part of their community so everybody got access to it, you know? It's like if there's a pool open in your building, everybody can use the pool. Well, there are millions of free songs there....
> – *College student, male, Chicago*
>
> I think about it, but it doesn't really bother me that much, because most of the money from those CDs go to the record companies. If it was like I was stealing money out of some artist's pocket. How are you going to pay money to download a song while someone has millions of dollars… It's not something that I feel terrible about. I don't have $15 to buy your CD

> whenever you come out with a new one. Somebody is buying it. I mean, that's a bad attitude, but most of the money goes to record companies so I don't feel too bad about it. *– High school student, male, Chicago*

A few students say they have not and will not download because they believe it is stealing, which even though benign is wrong.

B. Knowledge of Copyright

The students in our groups, as well as the teachers and librarians we spoke with, have little knowledge of copyright law and no sense that the laws are meant to protect the free flow of ideas and access to information. Much like the adults who participated in previous discussions on the topic of copyright, our participants are unable to see copyright as anything other than a means to protect creators and to encourage creation of original work.

> It prevents people's ideas from being stolen. I guess it would hurt the competition sometimes, but it also creates more competition because people have to make different things then. *– High school student, male, Fairfax*
>
> I think that [copyright] keeps creativity going. If you were able to copy the same beat or song then all music would end up being the same. I think that it keeps people coming up with new ideas. *– High school student, female, Chicago*
>
> In a capitalist society if people's inventions and creations and stuff are not copyrighted and they are not going to make any money off of it there is no reason for them to go out and spend thousands of dollars researching for example prescription medicine if it means they are not going to make their money back on it. It is not good for our economy. It is just in principle.
> *– College student, male, Fairfax*

When discussing copyright, conversation with our participants frequently turns to plagiarism. High school students have particular difficulty seeing past plagiarism in discussion of copyright; it is a topic on which almost all of our participants demonstrate knowledge and understanding.

The copying of CDs and DVDs and the downloading of music and movies from the Internet is the other topic area that teachers, librarians and students turn to during discussions of copyright law. Many of the teachers and librarians, and most of the college students in our groups see a distinction between taking what is available on the Internet, via peer-to-peer networks or copying a CD for a friend and bootlegging.

Copyright in Schools

Plagiarism dominates the conversation about copyright even more in the context of schools than it does in more general discussion of copyright. High school students say they have heard about plagiarism ad nauseam from their teachers and librarians. When the teachers and librarians in our

groups talk about copyright in the context of work they make frequent reference to helping students avoid plagiarism.

> Copyright, plagiarism, copying a paper, you can get busted for it. We have behavior levels and you have to behave at a certain level. So if you do that they automatically kick you out of school. – *High school student, female, Chicago*

Outside of plagiarism, copyright is a subject that teachers and librarians say they rarely discuss with their students. Some of the teachers and librarians say they have warned their students against downloading music and burning copies of CDs and DVDs. A few have stopped their students from using logos and photos from the Internet they believe are protected by copyright.

> I had a kid in front of me with a portfolio. I was like, what are you doing? I was asking a kid if he liked the new Eminem CD. He said yeah and then he showed me a whole bunch that he had burned to sell. He had written a CD. I was like, you are going to go to jail. You cannot do that. – *Teacher, female, Chicago*

High school students are very much aware of the policies about plagiarism and Internet use at their schools, but few think there is a separate policy about copyright law. The explain that their schools are stemming violation of the plagiarism and Internet use policies with programs that prevent cutting and pasting from the internet, that block peer-to-peer networks, and bar Internet searches on topics from drug abuse to Charles Dickens.

College students, like high school students, are aware of their schools' plagiarism policies. Those that live on campus are also aware of policies that ban the use of peer-to-peer networks.

Most of the librarians do not think their schools have copyright policies, just a plagiarism policy and an Internet use policy. Most teachers assume there is a copyright policy even though they do not know what the policy says. The teachers are also familiar with their schools' plagiarism and Internet use policies.

C. Communicating with Teens and Teachers

The students, teachers and librarians in our groups acknowledge the difficulties the ALA faces in reaching students on the issue of digital copyright. The teachers and librarians are slightly more optimistic than the students about the chances of effectively communicating with students about copyright law. The college students in our groups demonstrate more curiosity on the topic of digital copyright than many of the high school students.

Teens on Message

When students talk about communications on the topic of copyright law, they expect an explanation of restrictions rather than rights. This assumption is at the heart of the pessimism

these students hold and the reason why they will be so difficult to reach. The students say they know they are doing something illegal, but because they do not feel that they are hurting anyone or that they will be caught, they say it is unlikely communications will change their behavior. For this reason, students believe they will be impacted most forcefully by communications that are able to scare them away from using peer-to-peer networks by explaining the consequences of their actions.

> I had a teacher sophomore year who was telling us that he was a cop and he was on the swat team and he told us all this stuff. We had this huge paper and he told us about plagiarism. And he told us if you don't do it right he's going to make sure … Like he was so intimidating. And when I was a junior I found out that all the stories he told us weren't true. He never was on the swat team or anything. He scared us and that was the way that we actually did our papers. It was sad that it has to be like that sometimes. – *High school student, male, Chicago*

When the students in our groups, particularly the college students, are reminded that the message is about their rights rather than about restrictions, they express more interest in the information they might receive. Many of the students feel they are lacking much information about what they can and cannot do and they would like to have a clear understanding of what is allowed.

Teachers and Librarians on Message

Teachers and librarians also believe that communications about copyright law that are aimed at students will deal with restrictions rather than rights. Like the students they believe that this type of message would be most effective by creating fear among students. The teachers and librarians suggest something along the lines of a "Scared Straight" program (in which students visit prisons to be persuaded to avoid lives of crime) as a way to reach students. They are more hopeful than the students that this type of communication will be effective.

Our teachers and librarians also believe that students will stop using peer-to-peer networks if they believe they are actually hurting people. The teachers and librarians want their students to encounter individuals who have been harmed by their piracy in order to make an impact on them. These teachers and librarians suggest using celebrities who have been harmed by lawbreakers as messengers. Teachers and librarians cite the influence MTV's 'Vote or Die' campaign had on their students, most of whom are not even young enough to vote.

> Recently, the idea with the voting with this recent campaign, I think P. Diddy did a real, real effective job. I did not even know it existed, but he had this 'Vote or Die' campaign and all the kids knew about it because they had to make a little, mini poster on voting, why people should vote. Every last one of them had vote or die on it. – *Teacher, female, Chicago*

How to Carry the Message

Many believe that involving the schools in the effort to teach students about copyright law would be beneficial. The students, particularly the high school students, say they are more likely to absorb information if it is part of a school assignment. Some teachers and librarians would also like to have the basics of copyright law worked into the curriculum and other think it would be better for the school libraries to spearhead the effort. Students, teachers and librarians think, in order to have the greatest impact, education about copyright law needs to begin before high school.

> Copyright laws are so dense. It should be part of the curriculum. That is what we call reading across the curriculum, copyright across the curriculum.
> – *Teacher, male, Chicago*

A number of teachers and librarians suggest an interactive webpage as a medium for communicating with students about copyright. As the issues surrounding copyright today are largely computer and Internet related, they see a webpage as an appropriate medium for the content as well as a good way to communicate with their students.

> Maybe an interactive website [would be a good way to communicate with students] because it's more authentic. That's the most abused as far as copyright laws. I think with the Internet and having very animated interactive website. – *Librarian, female, Chicago*

Students disagree, saying that going to a webpage requires too much effort on their part. They say they do not see themselves searching the Internet for information on copyright law or visiting a website at the suggestion of a librarian or teacher, separate from a school assignment.

Instead, students suggest mediums of communication that require little effort on the part of the recipient. Commercials, they say, are the best way to reach those in their late teens and early twenties. The students give particular weight to spots airing on MTV. Alternately they recommend hanging posters in their schools or libraries, or placing advertisements in school and alternative newspapers. Posters displayed in the library so that they can be read when the students are in line to check out books are popular among many of students in our groups.

> Not the amount of information just the way to present it. I think the best way to reach anybody in our generation, if that is what you are asking, would probably be a television ad. – *College student, male, Fairfax*
>
> I think that's a good idea with MTV because, think about how big it was before the election. Everybody was talking about it. Everywhere in the world, there were all these famous people going out there wearing their shirts, 'Vote or Die,' and they caught a lot of people's attention, you know? So, I think if you do it like that, especially a lot of younger kids in their teens and basically a lot of the people who are doing the downloading, it will get their attention. That's the best way to do it. – *College student, female, Chicago*

Graphic novel

Most students are unfamiliar with graphic novels and it is not a medium that the students generally feel would be effective in communicating with them about copyright law. When graphic novels are mentioned, many of these students are cool to the idea, saying copyright law is a topic too serious to be conveyed through a graphic novel.

> I just don't see a graphic novel reflecting the seriousness of the issue. If it's a legal issue and you can get punished – I don't know if it's a fine or imprisonment or they will cut your Internet service, but I don't think that the graphic novel would really go all the way with that point. *– College student, male, Chicago*
>
> People do that sometimes though if they want you to learn about something they give you a comic. But unless you're into comics you'll just put it aside. *– High school student, female, Chicago*

A few of the students are familiar with graphic novels, and enjoy reading them for entertainment. To this set of students graphic novels are about the depiction of action as much as the story line. They believe the topic of copyright is too dry and boring to translate well into a graphic novel.

Many of the students feel a graphic novel about copyright would require too much effort on their part. These students shy away from any handout, saying they would not bother to pick it up, or, if they did, the students say they wouldn't look at it. A graphic novel, they say, would be a cumbersome way to convey information about copyright. If they had to choose some sort of handout, these students would prefer a single page with bullet points outlining what they can and cannot do under copyright law.

> Well, for graphic novels, the pictures are supposed to be almost more important than the words. So, if it's too wordy, I don't want to read it. I can't imagine how they would make pictures that would even relate to this that would be not just two people standing like that, you know, just talking. *– College student, male, Chicago*

The teachers and librarians believe the ALA's plan to use a graphic novel has some potential, as some teachers and librarians say graphic novels are currently popular with their students.

> There are things that come out that are promotional, they'll bring them to the school. I can see it in a graphic novel. *– Librarian, female, Chicago*

Reaction to Rights Message

When the participants are presented with the general messages that BRS developed for the Digital Future Coalition in 2004 they are largely receptive. The following is the message presented to the student, teacher and librarian groups.

> The Constitution defends our freedom to read, listen to and share books, magazines, music, and other materials. That is why our laws have always protected personal use of creative work.
>
> But now, the entertainment and media industry giants have successfully persuaded Congress to restrict private and public use of books, music and other material when it is in digital form – and they are pressuring Congress to re-write the laws to limit our freedoms even further.
>
> They are trying to make illegal in digital form what has been legal for decades in other forms.
>
> For example, after buying and reading a new book you can mail it to a family member to read, but you are denied the ability to loan it to anyone if you buy it on digital form, you will not be able to send it to anyone, and if you do you will be committing a federal crime.
>
> This is a case of the media giants wanting more profits for themselves and less freedom and personal use for the rest of us.

Students are generally pleasantly surprised to hear a message about rights, however some are skeptical about such a message because of all they have heard to the contrary. These students say they want to know the sources for the message, for example some ask where in the Constitution their right to read, listen and share is guaranteed. It is not that these students distrust the ALA or librarians; rather, they say the rules surrounding copyright are very complicated and they want to make sure the information they are getting is accurate.

The teachers and librarians are more accepting of the ALA promoting and protecting rights with regard to copyright laws. The message that begins with Constitutional rights is particularly appealing to the teachers and librarians, and they become more interested in imparting that message to their students.

D. Libraries and the role of the ALA

Library use

The students in our groups go to libraries for a variety of reasons. Some go to the library because it is a quiet place to study between classes or after school. Others go to the library only when they have research for school assignments, and a few use the library to borrow books they read for pleasure.

High school students are split between using their school and their community libraries. Students generally view the library they use more positively than their other choices because of the

selection of resources it offers them. The college students in our groups rely almost exclusively on their school libraries.

Most students interact with librarians only when need help locating a book or other resource or when they need help finding a specific piece of information. Many of the high school students dislike their school librarians, saying they try to avoid their librarians unless they need help. The school librarians, these high school students say, are mainly there to keep them quiet and enforce the other rules of the library. College students do not have a negative reaction to their librarians. However, they also have less personal interaction with librarians than do the high school students in our groups.

The ALA

The ALA is viewed as a trustworthy messenger of the topic of copyright law by our participants. Some students, however, consider copyright law to be so complex that they would want to know the sources of the facts the ALA presents.

The students are unfamiliar with the organization. For them, it has credibility on the topic of copyright law because it is composed of librarians who are individually trustworthy on the topic. College students, in particular, expect librarians to be on the side of rights in the fight over copyright law.

> Because you go to a library they purchased the book and they are allowing you to borrow it. So, I mean I am just guessing, librarians are going to be the type of people who think that as long as one copy was purchased that copy can go around to everyone. So they are going to be pro your Internet rights. – *College student, male, Fairfax*
>
> I mean I would imagine they would be interested more in protecting their rights and the interests I should say. They would be more interested in you know protecting the interest of their researcher. That is what they are there for. They are there for the researcher. So I mean if copyright laws or an interpretation of copyright laws keeps researchers from getting material then I would think they would be opposed to that. – *College student, male, Fairfax*

The teachers we spoke with have heard of the ALA but are not familiar with any of the organization's work with regard to copyright.

The ALA enjoys favorable recognition by all of the librarians. Most say the organization has provided them with information about copyright in the past, but none can remember anything about the content of the materials. A few specifically cite receiving a book on copyright by the ALA and others mention a poster the ALA gave them to display near photocopiers explaining the rules for making copies.

<u>Complete Copyright</u>

Neither the teachers nor the librarians remember seeing <u>Complete Copyright</u> prior to the groups. Many like the book and believe it is well written, but feel it contains too much information, even

as a reference. Opinions in the groups are mixed over the tone of the stories at the beginning of each chapter. Some feel they are an excellent way to communicate the issues while others think they are silly.

AASL Board of Directors

2004 ALA Annual Meeting
Chicago, IL
June 23-29, 2005

Topic: Agreement with SOS/Syracuse

Background: Ruth Small, professor and co-developer of this project, requested a
                     venue for the launch of this initiative at the AASL conference in
                     Pittsburgh. The project is currently being funded by IMLS and
                     Executive Director Julie Walker serves on the Advisory Board.
                     The AASL Executive Committee approved the collaboration at its
                     spring meeting.

Action Required: Approval by consent

The American Association of School Librarians (AASL), a division of the American
Library Association (ALA) and Syracuse University on behalf of SOS for Information
Literacy agree to the following:

1. SOS/Syracuse will refer to AASL as a collaborator in SOS. As such, the
    AASL logo (as a link to www.ala.org/aasl) will appear on the SOS home
    page.

2. SOS/Syracuse will link to www.ala.org/aasl/infolit on the SOS "Background
    Information" page.

3. SOS/Syracuse will devote one section in each issue of the SOS "Spotlight on
    Educators" page to AASL and link to the AASL Resource Guides
    (www.ala.org/aasl/resources), which are bibliographies of resources on a
    variety of school library media and education topics.

4. SOS/Syracuse will include the AASL logo on all SOS presentations,
    publications, and handouts. This would be in addition to the current logos
    SOS uses (Syracuse University, SU's Center for Digital Literacy, IMLS).

5. SOS/Syracuse will include a link to the AASL Web site (www.ala.org/aasl)
    on the SOS "Links" page.

6.	AASL would be the site of SOS's official national launch in October of 2005. The AASL president will participate in the launch event and will make brief, official "welcome" remarks.

AASL to SOS/Syracuse:

1.	AASL will provide one half hour in the Exhibit Hall classroom space at its 2005 national conference for the SOS launch (cost for this space to vendors is $1500 per half hour presentation).

2.	AASL will guarantee placement of an article of 500 words announcing the launch in the conference newspaper. The content to be created by SOS and subject to edit and approval by AASL.

3.	AASL will approve distribution of a flier announcing/describing the SOS project through an on-site literature bin.

4.	AASL will issue a press release announcing the SOS launch event through our on-site press office.

5.	AASL will publicize the SOS launch in the "Countdown to Pittsburgh" section of an issue of AASL Hotlinks prior to the conference.

6.	AASL will provide a link to the SOS database in the appropriate AASL Resource Guides bibliography on its Web site.

AASL Board of Directors

2004 ALA Annual Meeting
Chicago, IL
June 23-29, 2005

Topic: ALA Council Resolution

Background: Attached is the text of the resolution on School Libraries and No
                 Child Left Behind passed by the ALA Council at Midwinter, 2006.
                 As requested by the Executive Committee, a copy of one of the
                 follow-up letters written by Emily Sheketoff is also included.

Action Required: None

2004-2005 ALA CD#42
2005 ALA Midwinter Meeting

ALA Resolution on School Libraries and the *No Child Left Behind Act*

Whereas,   With strong bipartisan support the nation embarked on an ambitious
              school reform plan entitled the *No Child Left Behind Act* (P.L. 107-110) to
              set high standards for all students and require that there be a "highly
              qualified" teacher in every classroom; and

Whereas,   School libraries are critical partners in ensuring that states and school
              districts meet the reading requirements that are part of *No Child Left
              Behind*; and

Whereas,   Multiple research studies, more than 60 since 1965, have affirmed that
              there is clear link between school library media programs, staffed by a
              state-certified school library media specialists, and student achievement;
              and

Whereas,   Despite the vital role school libraries play in helping meet those
              requirements*, No Child Left Behind* is silent when it comes to the
              qualifications of those individuals in charge of our school libraries; and

Whereas,   Twenty-five (25) percent of America's school libraries do not have a state-
              certified school library media specialist; and

Whereas,   Funding formulas under *No Child Left Behind* neglect books and materials
             that support reading and learning; and

Whereas,   The American Library recognizes the link between quality school library
             media programs and student achievement in reading; now, therefore, be it

Resolved,   That the Council of the American Library Association communicates
             through a letter from the ALA President to the United States Congress, all
             members of the congressional committees related to education, President
             George W. Bush and First Lady Laura Bush, and incoming Secretary of
             the Department of Education, the important relationship between quality
             school library media programs and student achievement; and, be it further

Resolved,   That the Council of the American Library Association directs the
             Committee on Legislation to work with the Washington Office to lobby
             for inclusion of school library standards of quality and expanded equitable
             funding in the revised *No Child Left Behind* legislation.

Adopted by the Council of the American Library Association
Tuesday, January 18, 2005
In Boston, Massachusetts

Keith Michael Fiels
Secretary of the ALA Council

March 28, 2008

Senator Jeff Sessions
335 Russell Senate Office Building
Washington, DC 20510-0104

Dear Senator Sessions:

I am writing on behalf of the American Library Association (ALA) to convey to you a resolution affirming the Association's strong support of school library media centers and the positive impact they have on student academic achievement. The resolution passed during our 2005 Midwinter Meeting in Boston, MA.

ALA has long-supported the need to improve our nation's 77,000 public school library media centers as part of a comprehensive and renewed strategy to ensure that students learn to read and to read well. Since 1965, more than 60 education and library studies have produced clear evidence that school library media programs staffed by state certified library media specialists have a positive impact on student academic achievement. In states as different as Alaska, Colorado and Illinois, studies show that a strong library media program helps students learn more and score higher on standardized achievement tests than their peers in library-impoverished schools.

To increase reading scores, we must provide students with the essential building blocks for reading success - books. We also must provide professional development for school librarians, increase collaborations among teachers and librarians, and expand access to technology and to the school library during non-school hours.

If you have any questions about this resolution or ALA's continuing efforts to support school library media centers, please do not hesitate to call Joshua Farrelman, Assistant Director of the Office of Government Relations, at 202-628-8410.

Sincerely,

Emily Sheketoff
Executive Director
Washington Office

Attachment: ALA Resolution on School Libraries and the *No Child Left Behind Act*

AASL Board of Directors

2004 ALA Annual Meeting
Chicago, IL
June 23-29, 2005

Topic: ALA Special Task Force on School Libraries

Background: The challenges facing school libraries has been brought to the
attention of the ALA Council through two recent resolutions, one
in June of 2003 and one in January of 2005. At its spring meeting,
the ALA Executive Board approved a task force to examine these
challenges and to make recommendations. AASL President Dawn
Vaughn was invited to recommend four members. Barbara
Stripling, former AASL president and outgoing ALA Executive
Board member will chair the task force.

Action Required: None

2004-2005 EBD# 5.3

ALA Executive Board
2005 SPRING MEETING

Topic: Special Task Force on School Libraries

Action Requested: Approval by the ALA Executive Board of the proposed
charge for a Special Task Force on School Libraries, to
report back to Council and the Board at the 2006 Midwinter
Meeting

Proposed Motion: *The Executive Board approves the proposed charge for a*
Special Task Force on School Libraries, to report back to
the Board and Council at the 2006 Midwinter Meeting

Action Requested By: Carol Brey-Casiano, President, ALA
Keith Michael Fiels, Executive Director, ALA

Date: 12 April 2005

Background:
In June, 2003, the American Library Association Council adopted a resolution calling for action in response to "the urgent need to support and maintain school library programs and certified school librarians".

Despite growing research documenting the positive impact of school libraries staffed by qualified professionals on student achievement, a number of recent media stories have reported the elimination of school library programs and the "de-professionalization" of school library media centers through the elimination of school library media specialists. Independent assessments suggest that the situation has already reached or will reach a crisis stage unless strong action is taken to reverse this trend.

In order to actively respond to this growing crisis, the President of the American Library Association is proposing to appoint a Special Task Force on School Libraries.

Charge:
The Special Task Force on School Libraries is charged to:

> Provide an overall assessment of the current state of school library service in America, based on existing data,

> Identify the most critical issues and trends affecting school libraries and school library media specialists today,

> Evaluate various options for responding to threats and/or reversing erosion in school library services nationwide,

> Make recommendations regarding practical strategies that the Association can undertake to prevent further erosion of school library services in America and to assist in the restoration of services where they have been reduced or eliminated.

Composition:
The Task Force will be composed of school media specialists and other ALA members from a variety of backgrounds. Twelve members will be appointed by the President of the Association, with four to be nominated by the American Association of School Librarians (AASL) and eight to be selected by the President, including two members of the Executive Board.

Timeline:
The Task Force will report back to the Executive Board and ALA Council no later than January 2006.

AASL Board of Directors

2004 ALA Annual Meeting
Chicago, IL
June 23-29, 2005

Topic: Joint Task Force on School/Public Library Collaboration -
Extension

Background: In 2003, the Executive Committees of AASL, ALSC, and YALSA
appointed a joint task force to study school/public library
collaboration. The task force has requested an extension of its
term. At their spring meeting, the Executive Committee passed the
following motion:

Sylvia Norton makes a motion that we extend the joint task force
on school/public library collaboration, Terri Kirk seconds. Motion
passes.

AASL's representatives are Gail Bush and Jami Jones.

Action Required: Approval by consent

AASL Board of Directors

2004 ALA Annual Meeting
Chicago, IL
June 23-29, 2005

Topic: Nomination Procedures Ad Hoc Committee Report

Background: An ad hoc committee chaired by Fran Roscello was charged with developing procedures to guide future nominating committees. Their report and recommendations follow.

Action Required: Approval by consent

AASL Board of Directors

2004 ALA Annual Meeting
Chicago, IL
June 23-29, 2005

Topic: National School Library Media Program of the Year (NSLMPY) Task Force Report

Background: An ad hoc committee chaired by Drucie Gullion was charged with looking at various concerns and recommendations related to the administration of this award. An interim report was presented at the Midwinter Meeting. Their final report and recommendations follow.

Action Required: Approval by consent

AASL Board of Directors

2004 ALA Annual Meeting
Chicago, IL
June 23-29, 2005

Topic: Joint Organizational Statement on No Child Left Behind Act

Background: The National Education Association has requested that AASL sign on to this statement. At its spring meeting, the AASL Executive Committee reviewed the statement and recommends that AASL should add its name to the list of co-signers.

Action Required: Approval by consent

JOINT ORGANIZATIONAL STATEMENT ON *NO CHILD LEFT BEHIND (NCLB) ACT*
October 21, 2004

The undersigned education, civil rights, children's, disability, and citizens' organizations are committed to the No Child Left Behind Act's objectives of strong academic achievement for all children and closing the achievement gap. We believe that the federal government has a critical role to play in attaining these goals. We endorse the use of an accountability system that helps ensure all children, including children of color, from low-income families, with disabilities, and of limited English proficiency, are prepared to be successful, participating members of our democracy.

While we all have different positions on various aspects of the law, based on concerns raised
during the implementation of NCLB, we believe the following significant, constructive corrections are among those necessary to make the Act fair and effective. Among these concerns are: over-emphasizing standardized testing, narrowing curriculum and instruction to focus on test preparation rather than richer academic learning; over-identifying schools in need of improvement; using sanctions that do not help improve schools; inappropriately excluding low-scoring children in order to boost test results; and inadequate funding. *Overall, the law's emphasis needs to shift from applying sanctions for failing to raise test scores to holding states and localities accountable for making the systemic changes that improve student achievement.*

Recommended Changes in NCLB

Progress Measurement

1. Replace the law's arbitrary proficiency targets with ambitious achievement targets based on rates of success actually achieved by the most effective public schools.

2. Allow states to measure progress by using students' growth in achievement as well as their performance in relation to pre-determined levels of academic proficiency.

3. Ensure that states and school districts regularly report to the government and the public their progress in implementing systemic changes to enhance educator, family, and community capacity to improve student learning.

4. Provide a comprehensive picture of students' and schools' performance by moving from an overwhelming reliance on standardized tests to using multiple indicators of student achievement in addition to these tests.

5. Fund research and development of more effective accountability systems that better meet the goal of high academic achievement for all children

Assessments

6. Help states develop assessment systems that include district and school-based measures in order to provide better, more timely information about student learning.

7. Strengthen enforcement of NCLB provisions requiring that assessments must:
   - Be aligned with state content and achievement standards;
   - Be used for purposes for which they are valid and reliable;
   - Be consistent with nationally recognized professional and technical standards;
   - Be of adequate technical quality for each purpose required under the Act;
   - Provide multiple, up-to-date measures of student performance including measures that assess higher order thinking skills and understanding; and
   - Provide useful diagnostic information to improve teaching and learning.

8. Decrease the testing burden on states, schools and districts by allowing states to assess students annually in selected grades in elementary, middle schools, and high schools.

Building Capacity

9. Ensure changes in teacher and administrator preparation and continuing professional development that research evidence and experience indicate improve educational quality and student achievement.

10. Enhance state and local capacity to effectively implement the comprehensive changes required to increase the knowledge and skills of administrators, teachers, families, and communities to support high student achievement.

Sanctions

11. Ensure that improvement plans are allowed sufficient time to take hold before applying sanctions; sanctions should not be applied if they undermine existing effective reform efforts.

12. Replace sanctions that do not have a consistent record of success with interventions that enable schools to make changes that result in improved student achievement.

Funding

13. Raise authorized levels of NCLB funding to cover a substantial percentage of the costs that states and districts will incur to carry out these recommendations, and fully fund the law at those levels without reducing expenditures for other education programs.

14. Fully fund Title I to ensure that 100 percent of eligible children are served.

We, the undersigned, will work for the adoption of these recommendations as central structural changes needed to NCLB at the same time that we advance our individual organization's proposals.

Advancement Project
American Association of School Administrators
American Association of University Women
American Federation of School Administrators (AFSA)
Asian American Legal Defense and Education Fund
ASPIRA
Association for Supervision and Curriculum Development
Association of School Business Officials International (ASBO)
Campaign for Fiscal Equity/ACCESS
Center for Expansion of Language and Thinking
Children's Defense Fund
Citizens for Effective Schools
Commission on Social Action of Reform Judaism
Council for Children with Behavioral Disorders
Council for Exceptional Children
Cross City Campaign for Urban School Reform
Division for Learning Disabilities of the Council for Exceptional Children (DLD/CEC)
FairTest: The National Center for Fair & Open Testing
Forum for Education and Democracy
General Board of Church and Society, The United Methodist Church

Hmong National Development
International Reading Association
International Technology Education Association
Learning Disabilities Association of America
League of United Latin American Citizens (LULAC)
National Association for the Advancement of Colored People (NAACP)
NAACP Legal Defense and Education Fund (LDF)
National Association for Bilingual Education (NABE)
National Association for the Education and Advancement of Cambodian, Laotian and Vietnamese Americans (NAFEA)
National Alliance of Black School Educators
National Association of School Psychologists
National Association of Social Workers
National Coalition for Asian Pacific American Community Development
National Council of Churches
National Council of Jewish Women
National Council of Teachers of English
National Down Syndrome Congress
National Education Association
National Indian Education Association
National Indian School Board Association
National Korean American Service & Education Consortium (NAKASEC)
National School Boards Association
National Urban League
Native Hawaiian Education Association
People for the American Way
Presbyterian Church (USA)
Service Employees International Union
School Social Work Association of America
Social Action Committee of the Congress of Secular Jewish Organizations
Southeast Asia Resource Action Center (SEARAC)
Stand for Children
United Church of Christ Justice and Witness Ministries
Women's Division of the General Board of Global Ministries, The United Methodist Church
Women of Reform Judaism

(List of signers updated 4/4/05)

AASL Board of Directors

2004 ALA Annual Meeting
Chicago, IL
June 23-29, 2005

Topic: Adoption of the Strategic Plan

Background: AASL is scheduled to complete its Strategic Plan on Friday, June 24th. A *draft* copy will be sent for your consideration via email prior to the conference. A *final draft* will be created on-site and will be available at the Sunday Board meeting.

Action Required: Approval by consent.

AASL Board of Directors

2004 ALA Annual Meeting
Chicago, IL
June 23-29, 2005

Topic: AASL Member Survey Comments

Background: The 2005 iteration of this survey was available online February 15 through March 15, 2005, and was promoted via e-mail to the approximately 7,500 AASL members that have e-mail addresses on file in the member database. AASL received a total of 986 responses, a 13.2% response rate. In 2004, AASL received a total of 837 responses, an 11% response from the approximately 7,400 member e-mail addresses on file at the time.

The format for both surveys was developed based on the content of a workshop, "Metrics That Matter: Measuring What's Truly Important to Your Organization," attended by AASL staff member, Steven Hofmann. Each statement in the survey represents an attempt to capture the value a particular program delivers from the member's perspective. Members were asked to rate each statement based on their perception of its importance as well as their perception of AASL's performance. The difference between importance and performance yields a number that can be utilized to analyze the gap between value and performance.

A comparison of data from the 2005 survey with that collected in 2004 shows no significant changes in member perceptions of the importance or performance of the programs represented. However, this year's survey also collected respondents' comments, which yield some interesting anecdotal perceptions. Complete survey data is available on the AASL Strategic Planning site (**www.ala.org/aasl/strategicplanning**).

PLEASE NOTE: Due to the length of the comments document, it is being included under the Optional Documents section of this page.

Action Required: None