

## Wallaceburg Christian School Society - Board Policy Manual

Section: Curriculum  
Subject: 570 Library Policy

Subsection: Library  
Effective: Amended April 2011

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### LIBRARY POLICY

#### 1. Philosophy, Goals and Objectives of the School Library

The Christian school library exists as an integral part of the educational program and as an extension of the classroom:

- a) to provide resources for an inquiry-centred education, thus enriching the student's understanding of God's creation and all of life, to provide a collection of works using a combination of discernment and balance as well as cultural context to foster the appreciation and understanding of literature as a God-given human activity
- b) to provide the means and methods by which students can become life-long independent learners prepared to live in a world where the Christian is surrounded by the influences of the secular media.

#### 2. Selection Personnel

The Board of Wallaceburg Christian School shall delegate to the school administration the authority and responsibility for selection of all print and non-print materials. Administration, faculty, students and parents will be involved in the selection process. Final responsibility for all materials chosen shall rest with the Board.

#### 3. Criteria for Selection of Materials

##### a) Non-Fiction

1. Is it useful as part of the school's curriculum?
2. Is the content accurate and up-to-date?
3. Is the style of writing appropriate for the intended age level?
4. Is the scope and depth coverage adequate for all levels of instruction for which the material is intended?

##### b) Fiction

1. Six basic areas should be considered:
  - a. Does it increase the student's understanding of a particular age or culture, it's way and view of life?
  - b. Does it acquaint the reader with non-Christian concepts which have significantly influenced society?
  - c. Does the work have the potential of engaging and exercising the reader's powers of imagination?
  - d. Does the work have the potential of providing the reader with a significant and/or enjoyable experience?
  - e. Are efforts being made to include quality Christian literature?
  - f. Is the style of writing appropriate for the intended age level?
2. Some secondary considerations:
  - a. Is the material worth handling? Has it meaning? Significance?

- b. Does the material present reality in an orderly, realistic way, so that it may be appraised and evaluated? (e.g. Immorality presented with contagious appeal may prevent critical, awareness reading).
- c. Does the work as a whole achieve moral impact and does it reflect an honest and penetrating view of life?
- d. Books containing profanity should not be immediately rejected. Discernment is again required. While profanity in the dialogue can warn the reader about more subtle anti-Christian behaviour on the part of the character, it can have dangerous effects on the immature reader. Books that use anti-Christian behaviour purely for entertainment purposes should be avoided.
- e. Does the book encourage or put in a positive light occult behaviour?

#### **4. Selection Aids**

If titles to be purchased cannot be read or previewed in advance, selection should be made on the basis of non-commercial reviews in professional and/or Christian publications and other respected input from Christian educators. As a rule, the amount of incoming books from any source to the library should be manageable so an adequate selection/screening process can take place.

#### **5. Characteristics of the Collection**

- a) Since the library exists to serve the educational purpose of the school, the material on the shelves should correspond to the curricular program.

Weeding, sometimes called deselection, is the systematic removal of library materials which no longer function in the curriculum, contain misinformation, or because of age or high use are unattractive or damaged beyond repair. Every item in the existing collection and all donated materials should be subject to the same selection criteria as new books.

- a) In addition to curriculum-related materials, the library should also maintain a well-rounded presentation of information in all areas of experience suited to the reading level of the students enrolled. Various points of view and different outlooks on life may be included so that students can be taught to live in and understand a diversified world from the Christian point of view.
- b) The collection should be sufficient in quantity to supply the demand placed upon it by classroom use in each area of study. When new teaching topics are introduced, funds should be allocated toward supplying necessary library materials as determined by the staff.
- c) The Christian nature of the school should be reflected by the inclusion of the best in Christian literature, history and Bible study, but at the same time, it must be recognized that many books containing truth, beauty and relevance, while not overtly labeled as Christian, are worthy of reading and study. It must also be recognized that perfection is not attainable in literature and that every work of value is flawed and can be criticized in some way. The library should consist of books which are chosen for their good qualities.

## **6. Procedure for Handling Challenged Material**

In the event that objections arise as to the appropriateness of material in the library collection, the following procedure should be followed:

- a) The complainant should discuss the complaint with the child's classroom teacher and attempt to resolve it informally.
- b) If the conflict cannot be resolved informally, the complaint may be brought in writing to the volunteer librarian and principal who will review, with the complainant, the philosophy and goals of the library and its relationship to the work in question. All complaints should be resolved within a mutually acceptable time frame.
- c) The WCS Board will make a final decision, if necessary.

## **7. The Role of Parents**

Responsibility for the child and what the child reads or has in his/her possession ultimately lies with the parents.

- a) Parents should actively review the reading material that their child is involved with. If any objectionable portion is identified, the parents should familiarize themselves with the context of the unit that is being taught. This would naturally include speaking with the teacher in question. If it is a free reading book, the classroom teacher should be contacted.
- b) Dispute should be handled using the proper channels and always in confidence. The broadcasting of negative feelings about a particular situation can be as harmful to our Christian goals as the offending material itself.
- c) Positive input as well as constructive criticism should always be incumbent upon the parents. This is also in step with the Christian nature of our school and constitution.

## **8. The Role of the School Board and the Education Committee**

- a) Ultimate responsibility for any books that are property of the school lies with the WCS Board.
- b) The WCS Board is the last body of appeal for either a parent or a teacher. Its decision to maintain the status of a book or to exclude it from the school shall be binding.
- c) The Education Committee should, at regular intervals, hear reports from the principal in regard to the library's "well-being."
- d) The WCS Board through the Education Committee should actively encourage parents as well as teachers to maintain the goals of Christian education. This focus should come in a positive and an up-building manner. The WCS Board should encourage the development of a broad understanding of the world and in so doing create a genuine appreciation for the unique position of the Christian in it.

## **9. The Role of the Volunteer Librarian**

The librarian must work in cooperation with the teaching staff, administration and board to carry out the educational objectives of the school. There are three related areas of responsibility in the librarian / teacher's task: instruction, development and management.

- a) **Instruction**
  1. Students should learn how to use the computerized library catalogue in order to access library material.

2. The librarian will assist the teachers to develop such library skills curriculum.

b) **Development**

1. Establish a statement of purpose for the school library, with clear goals and priorities. Periodically evaluate the extent to which these goals have been reached.

2. Using the selection guide as approved by the Education Committee select appropriate library materials to meet the instructional needs of the school.

3. Work with the teachers on staff by sharing informally.

c) **Management**

1. Help the administrator prepare an annual budget for the operational costs of the library program.

2. Set up and administer procedures for acquisition, cataloguing, circulation, repair, discarding and yearly inventory.

3. Plan and organize library space to facilitate class instruction, individual student research and leisure reading, circulation area, and library administration.

## 10. The Tasks of the Volunteer Librarian

a) Organize library for student use, making certain all areas of use are clearly labeled.

b) Consult with staff regarding library materials needs in regard to curriculum.

c) Select and order new books and library supplies.

d) Research book reviews, publishers' catalogues, relevant articles and curriculum guidelines.

e) Catalogue and process new books. (Volunteers assist.)

f) Re-shelve books with the help of student assistants.

g) Repair damaged and worn books.

h) Assist and advise staff in location and availability of library materials.

i) Advise staff of library skills development needs of students.

j) Evaluate materials; weeding.

k) Do a year end inventory.

l) Consult with principal, staff and other librarians on matters regarding procedures, appropriateness of certain books, book reviews, etc.

m) Record keeping: stock inventory and budget management.

## 11. The Role of the Administration

a) As an integral part of the school, the library program is the responsibility of the administration of the school.

a) The administration is responsible for giving guidance to the librarian and the general program.

## 12. Library Management

a) Books may be signed out for two weeks and renewed, as a rule, once. Overdue books are the responsibility of the student and, ultimately, his or her parents. Failure to return books that have been signed out means that these books are not available for other students to use and this should be taken seriously.

b) In order to allow for an annual inventory and recovery of all books by the end of the school year, the borrowing of books from the school collection will stop at the end of

May. At that time, all students will be expected to return the books they have signed out. The teachers, with the help of library volunteers, will do an inventory of the collection. When this is completed, a list will be made of all the titles that are missing. Messages will be sent home with the students who have signed out the missing books requesting that they find and return them. If the book is not found, the student will be expected to pay the replacement cost (based on the cost recorded in the computer catalogue) of the book. Failure to pay this fee will result in his or her report card being withheld until the account is settled. Exceptional circumstances may be considered by the Principal who may allow some other arrangement to be made, such as replacing the book with another copy in good condition.

### **13. Goals for the WCS Library**

#### **Instruction**

1. Develop activities which foster appreciation of literature and knowledge, and enthusiasm. These activities should include storytelling, displays, booklists and student sharing of books, as well as book talks, special promotions, guest readers, author talks, etc.
2. Develop the above programs so that there is some type of library involvement at every level in the school.
3. Integrate library skills into curriculum units so that children can make full use of any library.
4. Make use of our local public library realizing our limited WCS resources.