



<b>POLICY NUMBER AND NAME:</b> <b>04.06.01 LIBRARY LEARNING COMMONS  POLICY</b>	<b>SECTION: 04 – STUDENT ENROLLMENT AND EDUCATION</b>
	<b>VERSION: 1.1</b>
	<b>LAST REVISION DATE: DECEMBER 8, 2025</b>
<b>ADOPTED: SEPTEMBER 8, 2025</b>	<b>REVIEW FREQUENCY: EVERY 4 YEARS</b>

**PREAMBLE**

At Richmond Christian School, we believe that a Christ-centered education is shaped in every space where learning, discovery, and connection occur—including our library learning commons. As part of our mission to equip students to joyfully serve Christ in all aspects of life, our library learning commons are intentionally designed to be places where curiosity is nurtured, faith is deepened, and imagination is inspired.

REVIEW HISTORY		
DATE	VERSION	CHANGES
DECEMBER 8, 2025	1.1	RE-CATEGORIZED FROM 04.19.01 TO 04.06.01 (ORIGINAL 04.06.01 – LITERATURE SELECTION REPEALED)

## 1. PURPOSE

- a. Our library learning commons spaces seek to reflect our core values of Loving, Learning, and Leading:
  - i. **Loving:** We cultivate spaces where students, staff, and families encounter stories that reflect God’s truth, beauty, and love. Our library learning commons are communities of belonging—places where all learners are welcomed, known, and valued.
  - ii. **Learning:** We are committed to nurturing the spiritual, intellectual, and social growth of our students through access to rich, varied, and engaging resources. Our library learning commons aim to foster curiosity, wonder, and creativity within supportive and responsive learning environments.
  - iii. **Leading:** We empower students to become discerning, ethical, imaginative, and faithful users and creators of information—equipped to lead lives of service, wisdom, and integrity in a complex and ever-changing world.
- b. In all of this, we intentionally seek to offer both windows and mirrors in our library learning commons spaces and collections:
  - i. Windows to offer glimpses into other lives, cultures, and perspectives, helping students grow in empathy and understanding,
  - ii. Mirrors that reflect the students’ own identities, experiences, and faith journeys, affirming their unique place in God’s story.
- c. In collaboration with Campus Staff, the library learning commons seeks to:
  - i. provide access to quality, Christ centered resources
  - ii. provide hospitality and a sense of belonging through its facilities, resources, programming, and flexible learning spaces.
  - iii. promote innovation, imagination, and creativity by providing opportunities for students to collaborate, explore, experiment, and play with a variety of tools and technologies.
  - iv. facilitate the sequential development of information-finding skills, enabling students to become critical and thoughtful users and creators of information.
  - v. cultivate effective instructional design that supports learning.
  - vi. provide a wide variety of resources that are aligned with our selection criteria.

## 2. SELECTION

- a. The primary responsibility for the selection of literature and resource materials for the library learning commons belongs to the teacher librarian in partnership with Campus Staff and administration.
- b. Library learning commons resources should:
  - i. support the mission, vision, and values of RCS
  - ii. be credible, current and correspond to the scope and variety of curriculum offered at the campus
  - iii. align with other foundational RCS curricular guidelines
  - iv. be balanced and appealing, representing a broad range of genres, subject matters and life experiences
  - v. be suitable for a wide range of engagement, chosen with the developmental and cognitive levels of each campus
  - vi. reflect students' own identities, experiences, and faith journeys, affirming their unique place in God's story
  - vii. reflect Canadian content, including Indigenous literature
  - viii. present diverse perspectives.
- c. Library learning commons resources may:
  - i. foster sheer enjoyment
  - ii. encourage within readers a greater understanding of themselves, their relationship with others, and their place as God's people in society
  - iii. enable readers to broaden their understanding of others and grow in empathy
  - iv. encourage students to utilize a Biblical lens as they develop discernment and critical thinking skills that are appropriate to their developmental stages
  - v. deepen students' faith and understanding, recognizing that questions and doubts can lead to a more robust and mature faith.
- d. **Sexual** and gender diversity resources:
  - i. At the Elementary Campus, there will be no use of books/resources that explicitly speak to sexual and gender diversity.
  - ii. Middle/Secondary students have increased opportunities to experience sexual and gender diversity in social groups and teams outside of school, in their peer groups and in their family. In order to walk the journey with them at their appropriate developmental level, resources that have increased sexual and gender diversity will be reflected.

- e. The collection is on a continuous cycle of evaluation in order to adhere to the guidelines listed above.

### **3. RECONSIDERATION OF A SELECTION**

- a. Parents who are uncomfortable with a resource in the library learning commons or who question their child's readiness to deal with topics covered in our resources are asked to first discuss their concerns with their child. If deemed necessary, they should instruct their children to refrain from borrowing the resources in question.
- b. RCS values partnering with families. If the appropriateness of a resource is questioned, a reconsideration may be requested. Open dialogue ensures that diverse perspectives are heard and respected, while maintaining a commitment to the educational integrity of the school as outlined in the preamble and purpose.
- c. The process for a reconsideration is as follows:
  - i. Read the entire resource.
  - ii. Read the RCS Library Learning Commons Policy, specifically focusing on the selection criteria.
  - iii. Meet with the teacher librarian to discuss the resource. If the matter is not resolved informally, continue the process.
  - iv. Complete the "Request for Reconsideration of a Resource" form and submit to the campus principal and librarian.
  - v. The Principal will establish a review committee comprised of an administrator, the teacher librarian, and at least one other campus educator. The resource in question will be temporarily removed from circulation while under review.
  - vi. The review committee will evaluate the resource against the selection criteria outlined in this policy. The committee's decision will be final and will be communicated.
  - vii. Once a resource has been reviewed, it will not be reviewed again for five years.

## APPENDIX:

## PARENT REQUEST FOR RECONSIDERATION OF A RESOURCE

Date: \_\_\_\_\_

Title of book/resource: \_\_\_\_\_

Author/Artist: \_\_\_\_\_

Publisher/Produced by: \_\_\_\_\_ Publication Year: \_\_\_\_\_

Request made by: \_\_\_\_\_

Phone #: \_\_\_\_\_ Contact Email: \_\_\_\_\_

Which campus has the resource: Please circle one.      Elementary      Middle      Secondary

Which class, grade level, and/or course uses the resource: \_\_\_\_\_

(Please note that reconsiderations will only be accepted from individuals in the school community whose children are directly engaged with the learning resource(s), educators who use the resource(s) or Ministry of Education staff.)

1.      Have you read or viewed the entire resource?      YES / NO      (please circle one)  
(If "NO", please read/view the entire resource so that you are fully informed of the content before completing this form.)
2.      Please identify the main ideas, theme, concepts, or message of this book/resource:
  
  
  
  
  
  
  
  
  
  
3.      Please list below any reviews or other sources that you have accessed concerning this material:
  
  
  
  
  
  
  
  
  
  
4.      To what in the resource do you object? Please refer to the curriculum and evaluation sections found in the Learning Resources Policy in order to identify how this resource does not meet criteria within the policy. Please be specific, citing page numbers/sections and/or scenes/events and/or time stamps.
  
  
  
  
  
  
  
  
  
  
5.      Please explain what potential effect(s) you feel that this resource might have on your child or other students: