



## **Policy: Children and Youth Services**

Motion number: 70-19 May 14, 2019 Chair's signature: \_\_\_\_\_

**Note:** policies relating to and supporting this policy include, but are not limited to: Circulation policy, and Membership Policy.

### **Goal**

The goal of this policy is to create an environment that will support the BUPL mission statement, in this case, specifically for the children of Bonnechere Valley and North Algona Wilberforce townships:

### **Enriching our townships through literacy, learning, recreation, and community connections**

The strategic plan states that BUPL will provide and inspirational space for learning, research, entertainment, social gathering, and quiet reflection for all people of Bonnechere Valley and North Algona Wilberforce townships. The intellectual growth of children, their cultural appreciation and recreational activities should be fostered through quality library service, delivered with consideration and respect.

### **Groups to be served**

1. Children: Children up to the age of 14 years are the primary user groups of children's services and materials. Any child attending school or living in Bonnechere Valley and North Algona Wilberforce townships may have free access to library membership.
2. Parents: Parents are the first access point for library service to infants, toddlers, and pre-school children. In addition parents need activities that involve them with their children. Parents themselves may need information on a variety of topics such as parenting, child development and special concerns (e.g., hyperactivity, sex education, divorce, adoption, etc.).
3. Professional groups: Professionals who work with children often use the resources of the public library. Teachers, staff members, early childhood education centres, faith based teachers, camp leaders or Scout/Guide leaders often need songs, games, read-aloud books, storytelling materials, puppetry and subject-related information.
4. Special interest groups: A number of special interest groups may require special formats and materials including:

- a. Children with disabilities
  - b. Ethnic groups
  - c. Literacy groups
  - d. Adult students of childhood education classes
  - e. Home schoolers
5. Library staff: Resources are needed to generate ideas and support programs in children's services. These include songs, games, crafts, books, videos, magazines, puppets, etc. In addition, staff require tools to assist in the selection of materials.

### **Children's area**

1. The children's service area shall be distinct from the adult area. It is understood that children's areas are no longer places of silence, but interactive learning environments with flexibility towards noise.
2. The furnishings should be sturdy, washable and painted with non toxic materials. All of the furnishings in the children's area should be designed with children in mind. The height of shelves, chairs, tables, and catalogues must correspond to the height of the users. Consideration should be given to the disabled.
3. The children's library should be visually stimulating. Children should be able to readily distinguish their own area from the rest of the library.
4. Displays, posters, and other decorative elements shall be used to define the children's area, to promote library materials and programs and to make the library inviting.
5. The children's area shall allow for the access to this section by strollers, baby carriages and wheelchairs insofar as space is available. Staff shall assist those in need at doors where possible.

### **Materials selections**

1. Materials for children shall be chosen in accordance with the library's Collection Policy.
2. In addition to the Collection Policy (relevant to children's material) there shall be an emphasis placed on collecting award-winning children's titles.

### **Collection components**

1. Children are entitled to:
  - a. A separately purchased collection which is designed to meet the needs from infancy to the end of childhood;
  - b. A catalogued collection;
  - c. A balanced collection to serve a wide variety of users and special needs of the community;
  - d. A collection that is up-to-date, in good condition and generally attractive, and is organized for easy access and with children's capabilities in mind;

- e. A collection that includes literature of the highest quality to satisfy the wants and needs of children and to develop their human potential.
2. Book and non-book materials shall be available representing:
  - a. Canadiana;
  - b. French literature to meet the needs of the community;
  - c. Traditional literature including folklore and myths to convey a cultural heritage;
  - d. Popular and ephemeral literature that reflects the constantly changing environment of children; and
  - e. Literature designed to serve special groups such as disabled and gifted children, and beginning, reluctant and slow readers.
3. The collection shall include a variety of formats:
  - a. Books: picture books; fiction in both hardcover and paperback; non-fiction on a variety of subjects; non-circulating reference collection of encyclopaedias, standard reference works; indexes and other bibliographic aids;
  - b. Periodicals specifically written for children;
  - c. Pamphlets to enrich the book collection;
  - d. Audio-visual materials, including story-books on tape, video-cassettes, audio-visual materials, etc; and the equipment to use these in the library; and
  - e. Realia such as games, puppets, and toys.
4. A collection of adult materials on children's literature and reading, children's librarianship, child development and other aspects of the world children should be available, at least through interlibrary loan.

### **Collection maintenance**

1. To maintain a good collection, materials (particularly non-fiction) should be examined regularly for currency and accuracy of the information, and for physical condition. Outdated, tattered, and worn materials should be thrown out or set aside for the library's book sale. Replacement copies of withdrawn but still relevant materials should be ordered as finances permit.
2. The responsibility for removing outdated and damaged materials from the children's collection shall rest with the CEO.

### **Organization of the Collection**

1. Fiction material: There shall be a separation of easy reading (picture books) and juvenile materials. Both shall be ordered alphabetically by author. Material may also be separated by language (English and French), and format (hardcover, paperback, storybooks on tape, audio-visual material, etc)
2. Non-fiction material: This material shall be organized according to the Dewey Decimal Classification System (DDC).

3. All materials in the children's library should be listed in the library's automated catalogue.

### **Reference service**

Reference service is a major responsibility of library staff working with children. Staff must be patient and receptive to the many questions asked by children. Library staff should conduct reference interviews to help understand what each child wants and needs. It is the responsibility of library staff to point out the variety of resources available in the library.

### **Programming**

The CEO shall be responsible for assessing the development of a well-planned set of programs for the children throughout the calendar year. Such programs shall be conducted with the intent of bringing children and their parents into the library, promoting library services and fostering a love of reading.

Examples of such programs include:

- Preschool programs with finger games and songs
- Story times for different ages
- Summer reading activities
- Class or club visits
- Puppet shows
- DVD's, technology and media driven activities
- Library clubs

### **Use of the library and collection**

1. All children shall have access to all materials in the system. If a parent or guardian wishes to limit their child's access to library materials, they should make this known to the child. The library cannot withhold circulating materials from any patron, regardless of age.
2. A parent or guardian, by signing the application for library membership, recognizes that a card will be issued to their child and that the parent or guardian is responsible for the materials borrowed on the card.
3. A parent or guardian by signing the application for the library membership also accepts responsibility for any loss incurred through the use of that library card. He or she also accepts that the applicant will obey all rules and regulations of the Bonnechere Union Public Library.
4. While the library board welcomes children using its services, parents and guardians are responsible for their care and supervision.

### **Public library / school liaison**

1. The information needs of school-aged children are influenced to a large extent by their school studies. Although the school library holds the primary responsibility for the provision of curriculum-related support material, the public library shall endeavour to provide additional resources and assistance when called upon. Cooperation and communication should exist between the public library staff and school staff to ensure that the best interests of children are served.
2. The public library can best acquaint students, teachers, and school librarians with its resources and services by inviting classes to the public library for orientation visits.
3. Where time and staffing permit, visits to schools by public library staff will reinforce the public library's informational and recreational relevance to students.
4. Public library staff should keep local schools informed of forthcoming child-oriented programs and events.

### **School curriculum support**

1. The public library's policy is to acquire a broad range of general information resources. It may occur that these materials meet the demands of school projects, but this is not the reason for their purchase. In view of the fact that the library does not buy multiple copies of books for school projects, efforts are made to ensure that alternate sources such as pamphlet file material, materials on local history, databases, and reference books are available.
2. The extent of help offered on school-related projects shall depend largely on the staff member's perception of the students' ability and willingness to use the library resources—a judgement gained through a reference interview. This does not normally include the research for school projects that are expected to be part of the learning process. However, staff members will give necessary assistance required to enable students to find their own materials.