Regina Catholic Schools

Curriculum & Instruction 8402	Administrative Application	
	Last Reviewed /Approved on:	December 19, 2025
Library Services	**References:**	The Education Regulations, 2019, E-02. Reg. 29, 42 Connections - Policy and Guidelines for School Libraries in Saskatchewan, 2008 Resources Online Policy 12 – Role of the Director
	Status:	Operational

Preamble

The purpose of this administrative application is to give direction for the provision of school libraries within the Regina Catholic School Division (RCSD). An effective school library:

1. Realizes the achievement of curriculum learning outcomes by providing access to a wide range of high-quality learning resources in a variety of formats.

2. Prepares students for the future by equipping them to live in a constantly changing world by fostering the attitudes, knowledge, and skills that enable lifelong learning.

3. Broadens students' horizons by engaging them in a world beyond their school, by sparking imagination, introducing new ideas, and stimulating curiosity.

[*Connections: Policy Guidelines for School Libraries in Saskatchewan*, Ministry of Education, 2008]

RCSD believes that the school library and appropriate support personnel are integral to supporting student learning and achievement within a Catholic context. In supporting this statement, each school within the division will have:

1. A robust library and an effective library program suitable for its students administered by appropriate support personnel provided by Information and Library Services, and

2. Access to centralized library services through ILS.

Definitions

1. **Personnel**

   a. **Teacher-Librarian**
   A qualified teacher with successful teaching experience who has a university major in school librarianship or degree in library science with courses relevant to school librarianship *[Connections, pg. 28];* or a teacher with successful teaching experience determined in consultation between the Supervisor and school-based administrator(s).

b. **Library Technician**
A person with a certificate or diploma in library and information technology from an accredited post-secondary institution employed in ILS for centralized cataloguing services.

c. **Library Assistant**
A person employed to assist the school with library clerical duties and the coordination of library operations.

2. **Resource-based Learning**
Resource-based learning/teaching refers to planned educational programs including lessons, modules and/or units which actively involve students in the meaningful use of a wide variety of print, non-print, electronic, virtual, and human resources.

3. **Information Literacy Competencies**
Information literacy involves the ability to access, evaluate, use, and share information effectively and ethically for a variety of purposes.

Application

1. The provision of library services is one of shared responsibility.

   a. Division-level: Leadership is provided by the designated superintendent and the Supervisor of Curriculum and Instruction.

   b. School-level: Leadership is the responsibility of the principal and teachers.

2. An effective school library is comprised of six (6) inter-related components.

   a. School Library Personnel
   Appropriate professional and non-professional staff are required to support a school library program. In RCSD this includes:

      i. **Teacher-Librarian:** an instructional leader responsible for all aspects of the school library; and,

      Note
      - At the high school level, the teacher-librarian staffing allocation is 0.5 FTE.

      ii. **Library Assistant:** an education support professional responsible for assisting the school with library management tasks.

      Note
      - At the elementary level, library assistants are part of the ILS department and are assigned to schools on a rotational schedule.
      - At the high school level, library assistants are part of the school staffing complement.

b. <u>School Library Program</u>
Through the instructional role of the teacher and supported by the principal and ILS, each school has a library program that:

    i. supports the learning outcomes of the curriculum and the instructional program of the school;

    ii. actively involves students in inquiry and research-based learning;

    iii. integrates into resource-based learning activities, information literacy skills required for students to become independent, critical thinkers who are ethical users and creators of information;

    iv. promotes literacy development through the provision of appropriate resources and the integration of literacy skills into resource-based learning/teaching;

    v. fosters a love of reading through literature/reading appreciation activities and, motivational programs such as author presentations;

    vi. infuses technology into resource-based learning opportunities.

c. <u>School Library Collection</u>
Through the instructional role of the Supervisor of Curriculum and supported by the principal, teachers, and ILS, each school has a library program that:

    i. maintains a robust physical collection that is supportive of curriculum and student interests, is searchable through the division online public access catalogue, and is assessed and weeded regularly;

    Note
    Collections should use the following guidelines:
- a minimum of 4,000 items or 20 items per student, whichever is greater
- a ratio of fiction to non-fiction, including reference: 30-40% fiction to 60-70% non-fiction.
- professional resources, periodicals, kits, eBooks
- general reference materials should be no older than seven (7) years, with at least 70% of resources published within the last ten (10) years
  [Connections, pg. 32];

    ii. includes a virtual collection of learning resources provided by and accessible through ILS that is supportive of curriculum;

    iii. contains a balance of accurate, reliable, and current print, non-print, and digital resources which reflect and support a diversity of teaching and learning styles, cultural backgrounds, ability levels, gender, and maturity levels of the users *[refer to A8400 and A8410]*;

iv. provides resources beyond the physical facility accessible through the Internet, as well as through inter-library loans, and

Note
ILS maintains a school division website, which makes accessible online subscription databases, e-books, and encyclopaedias as well as quality educational websites.

v. receives an adequate and sustained budget to maintain and renew the collection on an ongoing basis.

Note
- It is the responsibility of the principal to manage the budget allocated to the school library.
- It is the responsibility of ILS to place the orders for the elementary schools and to catalogue and process the resources.

d. Technology Supports
Through the role of the Technology Department and supported by ILS, each school library:

i. provides a workstation dedicated for library circulation along with the required tools such as a barcode scanner;

ii. maintains an infrastructure that supports online learning; and,

iii. includes electronic technology to support programs offered in the school.

e. School Library Facilities
Through the Facilities Department and supported by ILS and principals, each school library:

i. has a facility designed and arranged to support formal and informal learning activities (individuals, small groups, and large groups), is physically accessible, and includes good traffic flow and sightlines;

ii. provides space for instructional and library management activities;

iii. includes adequate storage and access for a variety of resource formats;

iv. is furnished with functional, comfortable, and appropriate furnishings;

v. accommodates sufficient technology access; and,

vi. is inviting and attractive to learners.
[Connections, pg. 33]

3. **Information and Library Services (ILS)**
   Through the Supervisor and supported by department personnel, ILS:

   a. provides school division leadership for school library services and the effective use of learning resources;

   b. develops and maintains centralized cataloguing services including the automated library system, cataloguing standards, distribution systems, and the division elementary textbook management system;

   c. provides leadership and professional development for library support personnel and personnel new to the role of library;

   d. identifies, supports and organizes professional development related to library services;

   e. coordinates the annual book display and the acquisition of resource materials for elementary schools and the school division Professional Library;

   f. promotes ILS and learning resources within the context of a digital world including maintaining a website of digital resources;

   g. coordinates an inventory cycle for elementary school libraries as well as regular de-selection from library collections;

   h. leads the implementation of school division administrative applications and standards regarding school libraries and library services; and,

   i. establishes and maintains liaisons with community and educational organizations involved in library services.